NGUYỄN THUỶ MINH – LƯƠNG QUỲNH TRANG

THIẾT KẾ BÀI GIẢNG

TIẾNG ANH

10

TẬP HAI

NHÀ XUẤT BẢN HÀ NỘI

UNIT 9
Undersea world

Period 1
READING

I. Objectives

By the end of the lesson, Ss will be able to:

- guess the meaning of words based on contexts and components of the words
- scan for specific information
- use vocabulary items related to the undersea world to read and talk about the topic.

II. Materials

Textbook, a map of the world

III. Anticipated problems

Ss may not know much about the marine life and related vocabulary, so T should be ready to give explanation.

IV. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP** **Competition game** – T sticks the map of the world on the board (the map is in English).	Group work

Time	*Steps*	*Work arrangement*
	 – T asks Ss to work in groups of 5 and gives each group a set of 5 flash cards with the names of the 5 oceans in Vietnamese. – T aks Ss to read the names of the oceans on the map and match the Vietnamese names with the appropriate English names. The quickest group will go to the board and stick the Vietnamese names on the appropriate places on the map next to the English names. – The winner is the group who finds the correct answers in the shortest period of time. 1. Arctic Ocean: Bắc Băng Dương 2. Antarctic Ocean: Nam Băng Dương (Biển Nam Cực) 3. Pacific Ocean: Thái Bình Dương 4. Atlantic Ocean: Đại Tây Dương 5. Indian Ocean: Ấn Độ Dương	

Time	*Steps*	*Work arrangement*
10'	**BEFORE YOU READ** **Finding names of sea animals** – T asks Ss to give the Vietnamese names of the animals in the pictures. – Then T asks Ss for the English names of these animals. – If Ss do not know them in English, T should provide them. 1. Seal 2. Jellyfish 3. Turtle 4. Shark **Pre-teaching Vocabulary** *Note*: T should only teach the words which do not appear in Task 1. *1. Bay (n): Vịnh* *2. Mystery (n): a thing of which the cause or origin is unknown or impossible to explain (bí ẩn)* *3. Beneath (prep): under sb/sth (dưới)* *4. Submarine (n): tàu ngầm* *5. Marine life (n): life in the sea (cuộc sống dưới biển)* *6. Fall into (v): to be able to be divided into sth (được chia thành)* *7. Water current (n): dòng nước* *8. Organism (n): a living being (sinh vật)* *9. At stake: at risk (bị đe dọa)* – T may ask some Ss to make sentences with the above words to check their understanding.	Whole class
7'	**WHILE YOU READ** **Setting the scene** *You are going to read a passage on the life in the sea. While you are reading, do the tasks in the textbook.*	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	Task 1: **Gap filling based on word meaning guessing** **Instruction:** *Fill each blank with one of the words in the box. All of the words appear in the reading passage.* – T writes these words on the board: *Gulf, investigate, oversized, tiny, biodiversity, samples, challenges, provide* – Then T instructs Ss to read the passage quickly and stop at the lines that contain these words to guess their meanings. – Ss guess the meaning of the words based on the contexts in the sentences and the components of the words. For example, to guess the meaning of *oversized* Ss can use the relation between *small, oversized* and *however…or (dù…hay…).* T can also help Ss analyze the formation of the word: *oversized= over* (more, higher)+ *sized*. – T checks that Ss understand the words correctly. T can check Ss' understanding by asking them to provide the Vietnamese equivalents to the words. – Next, T instructs Ss to use some strategies to do task 1: + First, Ss should read through the sentences provided in the task to identify the part of speech of the word to fill in each blank. For example, in sentence 1 the word to fill in should be an adjective, in sentence 2 a verb, in sentence 3 a noun… + Read the first sentence carefully to understand the meaning roughly. Read the words/phrases in the box to choose the most suitable one to fill in the blank + Continue with the rest of the sentences. – T asks Ss to work individually to do the task – T goes around to help Ss when necessary. – T asks Ss to exchange their answers with other Ss.	

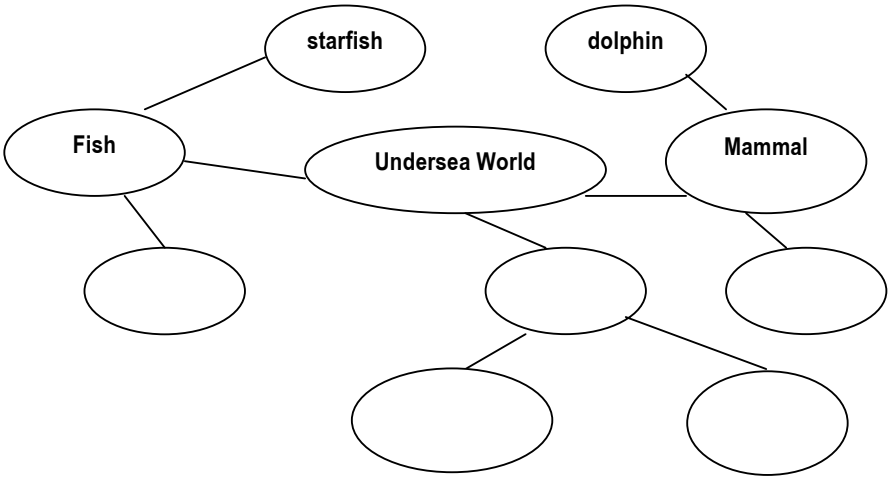
Time	*Steps*	*Work arrangement*
8'	– T asks Ss for their answers and tells them to explain their choices. – T gives the correct answers: *1. tiny* *2. investigate* *3. gulf* *4. biodiversity* ***5.** samples* ***Task 2:* Answering questions** **Instruction:** *You are to read the passage again and answer the questions in the book.* – T instructs Ss to use some strategies to do the task: + First, skim the six questions to understand them. As Ss do this they: • underline the key words. For instance, in question 1 Ss can underline *what percentage, earth's surface, covered, seas and oceans.* • decide what information they need to find in the text • look for questions words like "what percentage" which indicates Ss should read for specific thing like a number. + Go back to the first question and locate the information for the question by finding the key words in the passage and mark the place. + Read the part carefully to find the answer. Ss can use their own words. + Continue with the rest of the questions. – T asks Ss to work individually to do the task. – Then T asks Ss to discuss their answers with their peers. – T calls on some Ss to write their answers on the board and ask them to explain their choices.	

Time	*Steps*	*Work arrangement*
	– T feedbacks and gives the correct answers: 1. *75% of the earth's surface* 2. *By using modern services* 3. *They investigate the seabed and bring samples of the marine life back to the surface for further study.* 4. *We can know a wide range of information, including water temperature, depth and the undersea populations.* 5. *They are those that live on or depend on the bottom like the starfish, those that move independently of water currents and those that are carried along by the currents.* 6. *The marine life would be at stake if the sea biodiversity was not maintained.*	
10'	**AFTER YOU READ** **Instruction**: *You are to work in pairs and summarize the passage by filling each blank with a word or phrase given in the box.* – T instructs Ss to use some strategies to do the task: + Ss read the words and phrases given in the box to understand the meanings. T can explain the meanings of some words if Ss find them difficult. + Ss read through the summary and identify the part of speech of the word to fill in each blank. + Ss read the passage again for the main ideas and complete the summary. – T goes round to offer help. – T asks Ss to check their summary with a partner – T checks with whole class	Individual work, pair work, and whole class

Time	*Steps*	*Work arrangement*
	1. three-quarters 5. biodiversity 2. mysterious 6. huge 3. modern 7. plants and animals 4. discoveries 8. closely connected If there is some time left, Ss can do the extra activity in groups.	
3'	**WRAPPING UP** – T summarises the main points. – T asks Ss to learn by heart all the new words and make sentences with them as homework.	

Extra activity:

Work in groups to complete the network.



Period 2
SPEAKING

I. Objectives

By the end of the lesson, the Ss will be able to:

- offer solutions to sea problems using *should/shouldn't*
- talk about causes and consequences of sea problems
- report on discussion results

II. Materials

Textbook, pictures of the sea problems

III. Anticipated problems

Ss may not know some words in this section, so T should be ready to explain them.

IV. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP** **Picture describing** – T prepares a set of pictures of sea problems **Oil spill**	Group work

Time	*Steps*	*Work arrangement*
	 Rubbish on the sea shore – T asks Ss to work in groups to discuss the questions: 1. What can you see in the picture? 2. What problem is it? – T asks some Ss to present their answers. – T gives feedback on Ss' answers.	
7'	***Task 1:* Offering solutions** **Instruction:** *You are required to work in pairs to put the actions in the order of importance and then say what we should or should not do.* – Before Ss do the task, T asks them to read through the actions. – T elicits or pre-teaches some vocabulary items:	Pair work

Time	***Steps***	***Work arrangement***
	1. *Sparingly (adv): not wasting sth (tiết kiệm, không lãng phí)* 2. *Dispose of (v): to get rid of sth that one does not want or cannot keep (bỏ, vứt)* 3. *Herbicide (n): a substance that is poisonous to plants, used to destroy plants growing where they are not wanted (chất diệt cỏ)* 4. *Pesticide (n): a chemical substance used to kill insects (thuốc trừ sâu)* 5. *Release (v): to allow a person or an animal to come out of a place (thả)* – T reminds Ss that *should/shouldn't* are used to offer strong advice or solutions to problems. Emphasize that *should/ shouldn't* may imply obligation. – T asks Ss to work in pairs to put the actions in the book in the order or importance and say what they should or should not do. T should encourage Ss to give the reasons for their choices. – T goes around to observe Ss working. – T asks some Ss to present their answers. – T feedbacks and give correct answers: *a) We should place rubbish and plastic bags in proper dustbins.* *b) We should use water sparingly and do not pollute it.* *c) We should not fish for species that are limited, threatened or endangered.* *d) We should dispose of fishing lines and nets properly, not in or near the water.* *e) We should not use herbicides, pesticides and fertilizers that harm the environment.* *f) We should learn all you can about the oceans.*	

Time	*Steps*	*Work arrangement*
	g) We should keep only the fish that you will eat and release the rest. *h) We should be smart shoppers and choose our seafood responsibly.*	
8'	***Task 2:* Discussing consequences and offering solutions** **Instruction:** *Following are some threats to our oceans. Work in groups to discuss the consequences that might occur and offer some possible solutions.* – Before Ss do the task, T should ask them to read through the threats and make sure they understand them. – T elicits or introduces some structures Ss can use to talk about consequences: *1. to make sth/sb + adj (This makes the ocean polluted)* *2. to result in + n (Over-fishing results in the extinction of some fish species)* *3. to cause (Oil spills cause ocean pollution)* – T asks Ss to work in groups to discuss the threats, their consequences and possible solutions. To save time, T may ask 2 groups to discuss one threat. – T assigns a group leader for each group to make sure that group members work cooperatively and take notes of other members' points. – T goes round to observe and offer help. – T takes notes of Ss' mistakes for later correction.	Group work
10'	***Task 3:* Reporting on the discussion results** T calls on some Ss to report that their groups have discussed and asks other Ss to takes note and compare with their groups' ideas.	Whole class

Time	*Steps*	*Work arrangement*
10'	**FEEDBACK AND CORRECTION** – While Ss report, T takes notes of their errors. Then T gives feedback on Ss' answers. – T corrects any typical mistakes.	
3'	**WRAPPING UP** – T summarises the main points – T asks Ss to do the extra activity as homework	

Extra activity:

You are going to take part in a writing competition in which you have to produce a paragraph on an ocean threat. The successful writing will be published in Hoa Hoc Tro magazine.

Write a paragraph of about 150 words to describe the threat and offer solutions to deal with it.

Period 3
LISTENING

I. Objectives

By the end of the lesson, the Ss will be able to:

– listen to get specific information about whales

II. Materials

Textbook, cassette

III. Anticipated problems

Ss may not know much about whales, so T should be equipped with some necessary knowledge of whales.

IV. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP** **Vocabulary revision- Guessing game** (to revise the vocabulary related to the sea life) – T divides Ss into 2 groups : A and B – T tells Ss the rule of the game: One member from each group will go and stand in the front of the class with their backs facing the board. T will write a word which was learnt from the previous lesson on the board. Other Ss from each group have to explain the word without mentioning it or translating it into Vietnamese so that their representative can guess the word. The student with the quickest and correct answer will get 1 point for their group. Ss take turn to be the representative. After some turns, the group with more points will be the winner.	Group work
10'	**BEFORE YOU LISTEN** **Discussion** – T asks Ss to work in pairs to discuss the two questions in the book. – T calls on some Ss to present their answers. – T asks other Ss to add more ideas. **Vocabulary pre-teaching** – Before eliciting/pre-teaching some new words, T helps Ss pronounce the words given in the book. T may read aloud first and ask Ss to repeat in chorus and individually. – T elicits/ teaches some words: *1. Krill (n): nhuyễn thể* *2. Whaling: hunting for whales (săn bắt cá voi)*	Pair work and whole class

Time	*Steps*	*Work arrangement*
	3. Migrate (v): to move from one habitat to another according to the seasons (di cư) *4. Conservation (n): preservation of the natural environment and wildlife*	
10'	**WHILE YOU LISTEN** ***Task 1:* True/False statements** **Instruction:** *You are going to listen to a passage about whales. Listen and decide whether the statements provided are True or False. Put a tick (✓) in the appropriate box.* – Before Ss listen and do the task, T instructs them to use some strategies: + First, read through the statements to understand them and underline key words. For example, the key words in the first statement are: *whale, third largest animal, Earth.* + Listen to the tape and pay attention to the key words + Decide whether the statements are true or false based on what they can hear. – T plays the tape once for Ss to do the task. – T asks for Ss' answers and write them on the board. – T plays the tape the second time for Ss to check their answers. – T asks Ss to work in groups of 4 to compare their answers. – T checks Ss' answers by calling on some Ss and asks Ss to explain their answers. – If there are a lot of Ss having the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct answers: 1. F (It is the largest)	Individual work and group work

Time	*Steps*	*Work arrangement*
7'	2. T 3. T 4. F (Because of heavy hunting pressure) 5. T ***Task 2:* Answering questions** **Instruction:** *You are going to listen to the tape again to answer the questions.* – Before Ss listen and do the task, T instructs them to use some strategies: + Ss read through the questions to understand them and underline key words. For example, the key words in the first question are: *length, weight, blue whale.* + Listen to the tape and pay attention to the key words + Write down the answers. – T asks Ss to guess the answers to the questions based on the previous times of listening. – T asks for their guesses and write them on the board. – T plays the tape the first time for Ss to check their guesses. – T asks Ss to work in pairs to exchange answers. – T checks Ss' answers. – T plays the tape again, pausing at difficult points. – T provides correct answers: *1. The blue whale grows to 30 meters in length and over 200 tons in weight.* *2. Because there is a lot of krill- their favorite food in cold waters.* *3. Cold waters in the North and South Atlantic Ocean and the North and South Pacific are their favorite feeding grounds.* *4. Heavy hunting is the main reason for the decrease in whale population.*	Individual work & pair work

Time	*Steps*	*Work arrangement*
	5. They have asked the International Whaling Commission to stop most whaling. *6. If we didn't take any measures to protect whales, they would disappear forever.* **Tapescript:** *Whales are mammals that live their entire lives in the water. Some whales are huge. The blue whale, for example, grows to 30 meters in length and over 200 tons in weight. It is the largest animal that has ever lived on earth. Whales may also be the most intelligent animals in the ocean.* *Whales like to feed in the cold oceans where there is a lot of krill- their favorite food. Cold water in the North and South Atlantic Ocean and the North and South Pacific are good feeding grounds for whales. Some whales are known to migrate into warm waters to bear their calves.* *Whale populations decrease quickly due to heavy hunting pressure. Conservation groups have asked the International Whaling Commission to stop whaling. However, Native American hunters, such as the Eskimo, are still allowed to hunt a limited number of whales to feed their communities. If no effective measures were taken to protect whales, these wonderful animals would disappear forever.*	
8'	**AFTER YOU LISTEN** – T asks Ss to work in groups to talk about whales, using the cues provided: + their length and weight + their feeding grounds and food + the reasons for protecting whales – T goes round to offer help.	Group work

Time	*Steps*	*Work arrangement*
	– T asks some Ss to give a talk about whales. – T gives feedback and any necessary correction.	
3'	**WRAPPING UP** – T summarises the main points – T asks Ss to learn by heart all new words and do the extra exercise as homework.	

Extra exercise:

Read the passage and decide whether the statements are True or False. Tick (✓) the appropriate box.

Green Turtle, common name for a large sea turtle, is named for the colour of its fat, although the animal is brownish overall. It is the fastest swimming turtle, reaching speeds up to 32 km. The green turtle is common in all warm seas and may sometimes be found, in summertime, along the North Atlantic coasts of the United States and Europe. Adults may reach a shell length of more than 1 m and a body weight of more than 180 kg. Like other sea turtles, the green turtle has flipper like forelimbs. It can be distinguished from other sea turtles in that it has a single pair of large plates lying on top of the head between the eyes, a relatively smooth shell lacking any ridges, and only four large, non overlapping plates on each side of the shell. The male never leaves the sea; the female leaves it only to lay her eggs. As many as 200 eggs are laid at night in sand above the reach of the sea.

Statements	*True*	*False*
1. Green turtles can swim more quickly than any turtles.		
2. Green turtles live in all seas.		
3. The green turtle is different from other turtles in that it has flipper like forelimbs.		
4. The green turtle has eight large plates.		
5. Only the female turtle leaves the sea to lay eggs.		

Answers: 1. T 2. F 3. F 4. T 5. T

Period 4
WRITING

I. Objectives

By the end of the lesson, the Ss will be able to:

- write a descriptive paragraph about dolphins by using the facts and figures from a table

II. Materials

Textbook

III. Anticipated problems

Ss may not be familiar with some words used in the model, so T should explain them.

IV. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP** **Brainstorming** – T writes the word *dolphin* on the board. – T divides the class into 8 groups – T asks Ss to write down in 3 minutes as many pieces of information about dolphins as possible. – After 3 minutes T asks Ss how many details they have written down. The group with the most details will be the winner. – T asks the winner to read aloud the details and other groups to add more if theirs are different. – T sets the scene: Today you are going to learn to write a paragraph about the dolphin, using the information provided in the table.	Group work

Time	*Steps*	*Work arrangement*
12'	***Task 1:*** **Exploiting the model** *1. Vocabulary pre-teaching* – T elicits or pre-teaches some new words that appear in the text or in the table: *2. Sperm whale (n): cá nhà táng* *3. Squid (n): mực* *4. Gestation (n): the process of carrying a young person or animal inside the mother's body for the period before birth (thời kỳ thai nghén)* *5. Entrapment (n): bị mắc bẫy* *6. Habitat (n): the natural environment of an animal or plant (môi trường sống)* *7. Offspring (n): a child, the young of an animal (con)* *8. Life span (n): the length of time that that sth is likely to live (tuổi thọ)* *2. Eliciting and introducing some features of a descriptive paragraph:* – T asks Ss to read through the paragraph in task 1 and tell what a descriptive paragraph is. – T checks Ss' definition and give the correct one: A descriptive paragraph is one in which you write about what a person, an animal, a thing or a place is like. – T asks Ss to read the first sentence of the paragraph and tell Ss that this sentence is the topic sentence in which the writer provides the name of the animal he/she is going to write about and its most remarkable feature. The other sentences describe the animal in details. – T asks Ss to look at the table on page 100 and tell them to compare the order of the features indicated in the table with the order of the features in the model paragraph.	Whole class and pair work

Time	*Steps*	*Work arrangement*
	– Tell the Ss that the features in the table follow the order of the features in the paragraph. *3. Filling the table on page 100 with the information given in the paragraph* – T asks Ss to work in pairs to complete the table with the information in the paragraph. – T asks Ss to exchange their answers with another pair. – T checks Ss answers by asking some Ss to go to the board to write their answers. – T gives feedback and the correct answers:	

SPERM WHALE	
Range and habitat	All oceans Prefer waters with high squid populations
Size	Male: 18m in length; 54,000 kg in weight Female: 12m in length; 17,000 kg in weight
Feeding habits	Carnivores; eat mainly squid Eat up to 1,500 kg of food daily
Offspring	Give birth to one calf every 5-7 years Gestation period: 14-19 months
Life span	Up to 60-70 years
Special features	Biggest animals that have teeth on Earth Have the largest brain of all mammals
Conservation concerns	At risk due to hunting and accidental fishing net entrapment

Time	*Steps*	*Work arrangement*
	Task 2: **Writing** **Instruction:** *You are going to write a paragraph that describes the facts and figures of the dolphin provided in the table.* – First, T asks Ss to write the topic sentence for the paragraph. – T checks their topic sentences and provide feedback. – T asks Ss to write the paragraphs; remind them to refer to the model paragraph in task 1. – If Ss find it difficult, T may ask them to write sentence by sentence and combine them later. – While Ss write the paragraph, To should go around to observe and provide help.	Individual work
12'	**FEEDBACK ON SS' WRITINGS** – T asks Ss to exchange their paragraph with another student for peer correction. – T goes around and collect mistakes and errors. – T collects some writings for quick feedback. – T writes Ss' typical errors on the board and elicits self and peer correction. T provides correction only when Ss are not able to correct the errors. – Then T gives general comments on the paragraphs	Pair work and whole class
2'	**WRAPPING UP** – T summarises the main points – For homework, T asks Ss to rewrite the paragraph, taking into consideration their friends' and T's suggestions and do the extra activity.	

Extra exercise

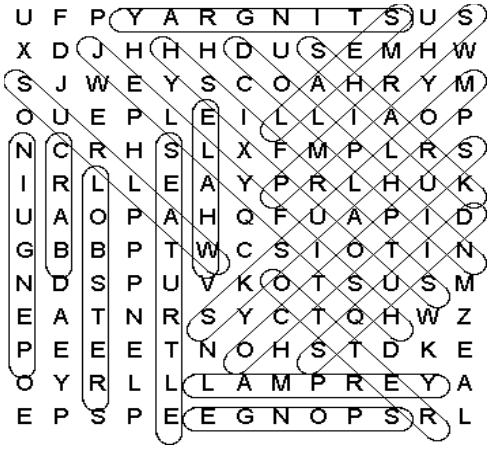
The names of the sea creatures in the box below are hidden in this puzzle. The words go across, up, down, backward and diagonally. Many letters are used in more than one word.

When you have founds all the names, please check their Vietnamese equivalents in the dictionary.

CRAB	DOLPHIN	JELLYFISH	LAMPREY
LOBSTER	MOLLUSKS	OCTOPUS	OTTER
PENGUIN	SEA	TURTLE	SEAL
SHARK	SHRIMP	SPONGE	SQUID
STARFISH	STINGRAY	WALRUS	WHALE

U	F	P	Y	A	R	G	N	I	T	S	U	S
X	D	J	H	H	H	D	U	S	E	M	H	W
S	J	W	E	Y	S	C	O	A	H	R	Y	M
O	U	E	P	L	E	I	L	L	I	A	O	P
N	C	R	H	S	L	X	F	M	P	L	R	S
I	R	L	L	E	A	Y	P	R	L	H	U	K
U	A	O	P	A	H	Q	F	U	A	P	I	D
G	B	B	P	T	W	C	S	I	O	T	I	N
N	D	S	P	U	V	K	O	T	S	U	S	M
E	A	T	N	R	S	Y	C	T	Q	H	W	Z
P	E	E	E	T	N	O	H	S	T	D	K	E
O	Y	R	L	L	L	A	M	P	R	E	Y	A
E	P	S	P	E	E	G	N	O	P	S	R	L

Answer:



CRAB	cua	SEA TURTLE	rùa biển
DOLPHIN	cá heo	SEAL	hải cẩu
JELLYFISH	sứa	SHARK	cá mập
LAMPREY	cá mút đá	SHRIMP	tôm
LOBSTER	tôm hùm	SPONGE	bọt biển, hải miên
MOLLUSKS	động vật thân mềm	SQUID	mực
OCTOPUS	bạch tuộc	STARFISH	sao biển
OTTER	con rái cá	WALRUS	hải mã, con moóc
PENGUIN	chim cánh cụt	WHALE	cá voi

Period 5
LANGUAGE FOCUS

I. Objectives

By the end of the lesson, the Ss will be able to:

- distinguish the sounds /iə/, / eə/ and /uə/
- pronounce the words and sentences containing these sounds correctly
- use Should and Conditional type 2 appropriately

II. Teaching aids

Textbook, pictures

III. Anticipated problems

Ss may find it difficult to pronounce the words containing the three sounds /iə/, / eə/ and /uə/, so T should prepare a lot of practice.

IV. Procedure

Time	*Steps*	*Work arrangement*
15'	**PRONUNCIATION** **Pronouncing the three sounds separately:** – T models the three sounds twice or three times. – T pronounces the sounds and ask Ss to repeat.	Whole class and pair work

Time	*Steps*	*Work arrangement*
	– Ss practice pronouncing the sounds individually. – T gives feedback. **Pronouncing words containing the sounds** – T reads the words in each column all at once. – T reads the words once again, each time with a word in each column to help Ss distinguish the differences between the sounds in the words. – T reads the words and ask Ss to repeat them. – T asks Ss to practice pronouncing the words in pairs. – T goes around to provide help. – T asks some Ss to pronounce the words. – T givescorrection if necessary. **Reading the sentences with words containing the sounds** – T reads the sentences and ask Ss underline the words with the sounds and write /iə/, / eə/ or /uə/ under them. – T asks Ss to practice the sentences in pairs. – T goes around to provide help. – T asks some Ss to read the sentences. – T gives feedback.	
15'	**GRAMMAR** **Should and shouldn't** ***a. Presentation*** – T revises the use of should and shouldn't quickly: + In this lesson, *should* and *shouldn't* are used to offer solutions and give strong advice. *You should do sth= it is a good thing to do or the right thing to do* E.g: *You look tired. You should go to bed.*	Whole class, individual work and pair work

Time	*Steps*	*Work arrangement*
	The government should ban cigarette smoking in public places. + *You shouldn't do sth= it isn't a good thing to do* E.g: *You shouldn't believe everything you read in the newspapers.* + We usually use *should* with *I think/ I don't think/ Do you think…?* E.g.: *I think people should protect the sea.* *I don't think Lan should work so hard.* *Do you think I should go out to relax?* ***b. Practice*** – T asks Ss to do Exercise 1 and 2 – T goes around to provide help – T asks Ss to compare their answers with another student – T asks some Ss to go to the board to write their answers and other Ss to comment – T gives correct answers: Exercise 1: *2. You should look for another job.* *3. He shouldn't go to bed so late.* *4. You should take a photograph.* *5. She shouldn't use her car so much.* *6. He should put some pictures on the wall.* Exercise 2: *2. I think smoking should be banned, especially in restaurants.* *3. I don't think you should go out this evening.* *4. I think the boss should resign.* ***c. Production:*** – T shows some pictures and ask Ss to make sentences with *should/ shouldn't.*	

Time	*Steps*	*Work arrangement*

Time	*Steps*	*Work arrangement*
12'	– Suggested answers: + We should protect sea turtles. + We should eat more vegetable and fruit. + The father should spend more time with his daughter. **Conditional sentence type 2** ***a. Presentation:*** – T elicits the form, meaning and use of conditional sentence type 2. – T revises the form, meaning and use of conditional sentence type 2. + Form: *If + subject +past simple, subject + would/could* + Meaning: The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future + Use: It is not used to talk about things that can happen in the present or future. E.g.: If I were you, I would drive more carefully in the rain. *(I am not you -- this is unreal)* Paula would be sad if Jan left.(*Jan will not leave -- that's not going to happen)* ***b. Practice:*** – T asks Ss to do exercise 3 in pairs. – T asks them to compare answers with another pair. – T asks some Ss to read out their answers. – T feedbacks and gives correct answers. *3. would take* *8. would be* *4. refused* *9. did not come* *5. would not let* *10. borrowed* *6. closed down* *11. walked* *7. pressed* *12. would understand*	

Time	*Steps*	*Work arrangement*
	c. Production: Matching game: – T divides the class into 2 big groups: A and B. – T asks the students in group A to write the *If-clauses* (e.g. *if I were a fog*), and the students in group B to write the independent clauses with *would* (e.g. *I would marry the Princess of Wales)*. – Then T collects and matches them at random. It will be a very fun experience.	
3'	**WRAPPING** – T summarise the main points – T asks Ss to do the extra exercise as homework.	

Extra exercise:

Write a conditional sentence type 2 for each situation.

1. I don't have a big house. I can't invite many friends to my birthday party.
   If I had a big house, I could/would invite many friends to my birthday party.
2. He drinks too much coffee. He can't sleep well at night.
   …….
3. The students don't understand the instruction. They can't do the assignment.
   …….
4. He doesn't do morning exercises. He isn't fit.
   …….
5. She eats much sugar. She is very fat.
   …….

Answers:

2. If he didn't drink too much coffee, he would sleep well at night.
3. If the students understood the instruction, they could do the assignment.
4. If he did morning exercises, he would be fit.
5. If she didn't eat much sugar, she would not be very fat.

UNIT 10
CONSERVATION

Period 1
READING

I. Objectives

By the end of the lesson, Ss will be able to:

- use vocabulary items related to the issue of conservation
- guess the meaning of words based on contexts and components of the words
- scan for specific information about conservation
- skim for general ideas about conservation

II. Materials

Textbook, handout

III. Anticipated problems

Ss may not know much about conservation, so T should be ready to give explanation.

IV. Procedure

Time	*Steps*	*Work arrangement*
5'	**WARM-UP** **Guessing game** – T prepares a piece of paper with the word "conservation". – T asks one student to go to the board and gives him/her the paper.	Whole class

Time	*Steps*	*Work arrangement*
	– T asks other students to ask the student yes/no questions to guess what the word is. T can model some questions. The questions can be: + *Is the word a verb?* + *Is it a noun?* + *Does it begin with "c"?* – Ss take turns to ask questions. The winner is the one who can guess the word correctly in the shortest period of time.	
8'	**BEFORE YOU READ** **Discussing the questions based on the pictures** – T uses the pictures on page 104 to introduce the topic of the lesson to Ss. – Then T asks Ss to work in groups of 5 to discuss the questions in the textbook – T goes a round to provide help – T asks some Ss to present their group's answers and others to add any other ideas. **Pre-teaching vocabulary** *Note*: T should only teach the words which do not appear in Task 1. – T elicits or teaches some vocabulary items: *1. Destroy (v): end sth, kill sb/ sth (phá hủy, phá hoại, hủy diệt)* *2. Destruction (n): the act of destroying (sự phá hủy, phá hoại, hủy diệt)* *3. Constant (adj): always present or available (không thay đổi, nhất định)* *4. Play an important part in sth: đóng một vai trò quan trọng trong...*	Group work & whole class

Time	*Steps*	*Work arrangement*
	5. *Conserve (v): protect sth from harm (giữ gìn, bảo tồn)* 6. *Clean up (v): make sth clean or neat (làm sạch)* 7. *Worsen (v): to become worse, to make sth become worse (trở nên tồi tệ hơn/ làm cái gì trở nên tồi tệ hơn)* 8. *Pass laws: thông qua luật* – T may want to ask some Ss to make sentences with the above words to check their understanding.	
7'	**WHILE YOU READ** **Setting the scene** *You are going to read a passage about conservation. While you are reading, do the tasks in the textbook.* ***Task 1:*** **Matching based on word guessing** **Instruction:** *You are required to match the word in column A with a suitable definition in column B.* – T writes the words on the board: *Eliminate, circulation, run-off, hydroelectric* – Then T instructs Ss to read the passage quickly and stop at the lines that contain these words to guess their meanings. – Ss guess the meaning of the words based on the contexts in the sentences and the components of the words. For example, to guess the meaning of *eliminate* Ss read the sentence 2 in paragraph A. Then based on this sentence and other words in the first sentence (*loss, destroying)* Ss can guess the meaning of this word. Also, T can help Ss analyze the formation of the word: *hydroelectric= hydro* (water, liquid) + *electric*. – T checks that Ss understand the words correctly. T can check Ss' understanding by asking them to provide the Vietnamese equivalents to the words.	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
7'	– Then T instructs Ss to use some strategies to do task 1: + First, Ss should read through the definitions provided in column B to understand these definitions. Then, Ss match each word with the suitable definition. – T asks Ss to work individually to do the matching – T goes around to help Ss when necessary. – T asks Ss to exchange their answers with other Ss. – T asks Ss for their answers and asks other students if they agree with their friends' answers – T gives the correct answers: 1. c 2. a 3. d 4. b ***Task 2:* True or False** **Instruction:** *You are to read the passage and decide whether the statements are True (T) or False (F)* – T instructs Ss to use some strategies to do the task: + First, quickly read through the statements to get an idea about the topic. + Read the first statement more carefully. Underline the key words to understand the main point. + Search for the section of the text which deals with the idea or fact. + Once finding the relevant section, read it carefully. If the statement is similar to the information in the text, then select "True". If the statement is the opposite to the information in the text, then select "False". + Continue with the rest of the statements. – T asks Ss to work individually to do the task. – T asks Ss to discuss their answers with their peers. – T calls on some Ss to give their answers and asks them to explain their choices.	

Time	*Steps*	*Work arrangement*
6'	– T gives the correct answers: *1. T (line 2)* *2. T (lines 3-5)* *3. T (lines 11-12)* *4. T (lines 15-16)* *5. F (Without plants, most water would run off as soon as it falls. Rapid run-off would cause floods –lines 11-12)* *6. F (We can stop worsening the problems –lines 20-21)* ***Task 3:* Choosing the main idea for each paragraph** **Instruction:** *You are to read the passage again choose the most suitable main idea for each paragraph* – T instructs Ss to use some strategies to do the task: + Read the first paragraph carefully and try to sum up, in the Ss' own words, what it is about. + Then search through the list of main ideas provided in the task to find the most suitable answer. + Make sure the main idea chosen sums up the entire paragraph and not just one idea within it. + Continue with the rest of the paragraphs. – T asks Ss to work in pairs to do the task. – T goes around to offer help when necessary. – T asks Ss to exchange their answers with other pairs. – T calls on some Ss to give their answers and asks other Ss to say whether they agree or disagree. – T gives feedback and the correct answers: *A.* 3 B. 4 C. 2	
10'	**AFTER YOU READ** **Instruction**: *You are required to work in groups to discuss the questions in the textbook.*	Group work and whole class

Time	*Steps*	*Work arrangement*
	– T divides Ss into 6 groups: 1, 2, 3, 4, 5 and 6 – T asks group 1 and 2 to discuss question 1, group 3 and 4 question 2, and group 5 and 6 question 3. – T goes around to help the groups when necessary. – When all groups have finished, T asks every two groups to share ideas with each other. – T calls on some groups to report their ideas to the class. – T gives feedback.	
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to learn by heart all of the new words and do the extra exercise as homework.	Whole class

Extra exercise:

Read the passage and answer the questions.

SAVE THE FOREST

A change is coming in the forest. Scientists are trying to make the logging companies stop clear cutting. We have to protect the fish, wildlife, and water quality. They have value, too. The forest is a beautiful place that people should be able to enjoy.

It changes everything when all the trees are cut. The trees, animals, and water depend on each other. Many plants and animals disappear. The water level in the ground changes. It can even affect our climate.

This does not mean some of the trees cannot be cut. It just means all the trees in one place cannot be cut at one time. It means that you plant new trees when the old ones are cut. When trees are cut in this way, the land does not erode. The streams do not fill with dirt and the animals are not destroyed. The industry is beginning to cut trees this way. They are leaving many dead trees, so small animals will have homes. They are leaving many trees alone to give shade and shelter for animals. This also means that the forest's trees are not all the same kind. This seems very important to the survival of the forests.

Both the loggers and the forest scientists are trying to agree on things. They have to balance the lumber we need with the forest's protection. A good rule seems to be not to cut more than you grow each year.

1. What is a change coming in the forest?
2. What will happen if people plant new trees when they cut the old ones?
3. Why are they leaving many trees alone?
4. What are the loggers and the forest scientists trying to agree on?

Answers:

1. Scientists are trying to make the logging companies stop clear cutting.
2. If people plant new trees when they cut the old ones, the land does not erode, the streams do not fill with dirt, and the animals are not destroyed.
3. To give shade and shelter for animals.
4. They have to balance the lumber we need with the forest's protection and not to cut more than we grow each year.

Period 2
SPEAKING

I. Objectives

By the end of the lesson, the Ss will be able to:

- ask for someone's opinions, and show their agreement or disagreement about the new kind of zoo
- talk about the advantages and disadvantages of the new kind of zoo
- report on discussion results

II. Materials

Textbook, pictures

III. Anticipated problems

Ss may not know some words in this section, so T should be ready to explain them.

IV. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP** **Picture describing** – T prepares two pictures of zoos. The first one shows a traditional zoo where animals are kept in cages. The second one shows a new kind of zoo where wild animals can live in their natural habitat. T can print these photos and distribute to Ss. **Picture 1** **Picture 2**	Pair work

Time	*Steps*	*Work arrangement*
	– T asks Ss to work in pairs to describe the pictures. One student will keep the first picture, and the other keep the second. They should not let the other student see their picture. Then they begin to ask and answer questions about each other's picture. Finally, Ss can show their peer their picture. They can base their discussions on the following questions: + *What can you see in the first picture?* + *Is the animal in the first picture free to run?* + *How might the animal feel?* + *What can you see in the second picture?* + *Are the animals in picture two free to run?* + *How might the animals feel?...* – T asks some pairs to present their answers. – T gives feedback on Ss' answers. – T introduces the new lesson: *You are going to discuss the new kind of zoo.*	
7'	***Task 1:*** **Discussing the questions about the features of the new kind of zoo** **Instruction:** *You are required to work in pairs to put the actions in the order of importance and then say what we should or should not do.* – T asks Ss to read through the two paragraphs. – T elicits or teaches some new words: *1. Sensitive (adj): quick to respond to, or be affected by slight changes, signals, or influences (nhậy cảm)* *2. Imprison (v): put or keep in prison (bỏ tù, giam cầm)* *3. Reconstruct (v): build again (xây dựng lại)* *4. Breed (v): cause (an animal) to produce offspring (gây giống, nhân giống)* *5. Reintroduce (v): put (a species of animal or plant) back into a former habitat (đưa trở về môi trường sống tự nhiên)*	Pair work

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>8'</td><td>
– T asks Ss to work in pairs to discuss the two questions in the book using the information in paragraph A and B.
– T goes around to observe Ss working.
– T asks some Ss to present their answers.
– T gives feedback and correct answers:
1. They are opened to help endangered species develop.
2. The animals are not kept in cages. They can live in their natural environment.

Task 2: Showing agreement or disagreement about the new kind of zoo

Instruction: Following are some ideas about the new kind of zoo discussed in task 1.You are required to show your agreement or disagreement by ticking the right box. Then share your ideas with a partner.
– Before Ss do the task, T elicits or introduces some structures Ss can use to ask for someone's opinions, to give their opinions, and show their agreement or disagreement politely:

<table>
<tr><th>Asking for opinions</th><th>Giving opinions</th></tr>
<tr><td>What do you think of . . . ?
Do you think . . . ?
Do you agree with . . .?</td><td>I think . . .
I don't think . .
In my opinion . . .</td></tr>
</table>

<table>
<tr><th>Showing agreement</th><th>Showing disagreement</th></tr>
<tr><td>I agree with . . .
Yes, I think you are right.
Exactly.</td><td>I don't really think so.
Yes, . . . but . . .
I would doubt that …</td></tr>
</table>

– T asks Ss to work individually to tick the suitable box to show their agreement or disagreement.
</td><td>Individual work & pair work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
8' 8'	– T asks Ss to work in pairs to share their ideas. Ss can explain their ideas as well. – T goes round to observe and offer help, taking notes of Ss' mistakes for later correction. – T calls on some Ss to talk about their ideas and asks other Ss to add more. – T gives feedback. ***Task 3:* Discussing the advantages and disadvantages of zoos of the new kind** Instruction: *You are going to discuss the advantages and disadvantages of the new kind of zoo using the cues provided in the textbook.* – T asks Ss to work in groups to discuss the advantages and disadvantages of the new kind of zoo. – T assigns a group leader for each group to make sure that group members work cooperatively and take notes of other members' points. – T goes round to observe and offers help. – T takes notes of Ss' mistakes for later correction. ***Task 4:* Reporting on the discussion results** – T calls some Ss to report that their groups have discussed. T asks other Ss to takes note and compare with their groups' ideas.	Group work Whole class
7'	**FEEDBACK AND CORRECTION** – While Ss report, T takes notes of their errors. Then T gives feedback on Ss' answers. – T corrects any typical mistakes.	Whole class
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to do the extra activity as homework.	Whole class

Extra activity:

Last week you visited a zoo of the new kind. Now write a letter to one of your friends to tell him/ her about the zoo. Remember to describe the zoo and express your opinions about the advantages and disadvantages of the zoo.

Period 3
LISTENING

I. Objectives

By the end of the lesson, the Ss will be able to:

- listen to get specific information about forest fires
- talk about the causes of forest fires and ways to prevent them

II. Teaching aids

Textbook, cassette tapes

III. Anticipated problems

Ss may not know much about forest fires, so T should be equipped with some necessary knowledge.

IV. Procedure

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>7'</td><td>

WARM-UP

Vocabulary revision - Noughts and crosses (to revise and check Ss' understanding of the vocabulary related to conservation and zoo)

– T puts a grid on the board with nine words which Ss have learnt from the previous lessons.

<table>
<tr><td>Conserve</td><td>Clean up</td><td>Destroy</td></tr>
<tr><td>Imprison</td><td>Reintroduce</td><td>Sensitive</td></tr>
<tr><td>Hydroelectric</td><td>Worsen</td><td>Destruction</td></tr>
</table>

</td><td>Pair work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T tells Ss the rules of the game: + Ss work in pairs. ONE of the students copies the grid in his / her book. + One student is "noughts" ("O") and the other is "crosses" ("X"). + One student starts. S/he chooses a word and makes a sentence with it. If the sentence is correct, s/he puts her mark ("O" or "X") in that square. + The first student to get three-in-a row (across, down, or diagonally) wins.	
8'	**BEFORE YOU LISTEN** **Discussion** – T asks Ss to work in groups to discuss what may cause a forest fire. – T calls on some Ss to present their answers. – T asks other Ss to add more ideas. – T gives feedback and give some possible causes: + campfire + butts of burning cigarettes + lighting **Vocabulary pre-teaching** – Before eliciting/pre-teaching some new words, T helps Ss to pronounce the words given in the book. T may read aloud first and ask Ss to repeat in chorus and individually. – T elicits/ teaches some of the words given in the book or those taken from the listening passage: *1. Forester (n): a person in charge of a forest or skilled in forestry (người trông coi rừng, người làm lâm nghiệp)* *2. Awful (adj): very bad or unpleasant (khủng khiếp)*	Group work & whole class

Time	*Steps*	*Work arrangement*
	3. Put out (v): extinguish a fire (dập lửa) *4. A heap of: a large quantity or amount (một đống, một lô)*	
6'	**WHILE YOU LISTEN** ***Task 1:* Numbering events** **Instruction:** *You are going to listen to a passage about forest fires. Listen and number the events in the order you hear.* – Before Ss listen and do the task, T instructs them to use some strategies: + First, read through the sentences to understand what each of them is about. + Underline keywords. + Guessing the order of the even with a friend. + Then listen to the tape to check. While listening to the tape, look through the sentences quickly and pay attention to the key words. Number the sentence whenever catching the information. – T plays the tape once for Ss to do the task. – T asks for Ss' answers and write them on the board – T plays the tape the second time for Ss to check their answers. – T checks Ss' answers. – If a lot of Ss have the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct order: 3 2 5 1 4	Individual work
7'	***Task 2:* True/False statements** **Instruction:** *Now you listen to the tape again and decide whether the statements provided are True or False. Put a tick (✓) in the appropriate box.*	Individual work & pair work

Time	*Steps*	*Work arrangement*
	– Before Ss listen and do the task, T asks Ss what the strategies to do the task are. If Ss forget, T may repeat the strategies: + First, read through the statements to understand them and underline key words. For example, the key words in the first statement are: *fire, started, takes time, spread.* + Listen to the tape and pay attention to the key words + Decide whether the statements are true or false based on what they can hear. – T asks Ss whether they can do the task based on the previous times of listening. – If Ss can, T asks them to give the answers and write them on the board. – T plays the tape once for Ss to check their answers. – T asks Ss to work in pairs to compare their answers. – T checks Ss' answers by calling on some Ss and asks them to explain their answers. – If are a lot of Ss have the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct answers: 1. F (It spreads quickly) 2. F (In late summer) 3. T 4. T 5. F (It is the duty of everyone of us)	
5'	***Task 3:* Choosing the sentences heard** **Instruction:** *You are going to listen to the tape again to choose the sentences you hear. Put a tick (✓) in the appropriate box.*	Individual work & pair work

Time	*Steps*	*Work arrangement*
	– Before Ss listen and do the task, T instructs them to use some strategies: + Read through the sentences to understand them. + Underline the different parts between the two sentences. + Listen and pay attention to the different parts. – T plays the tape once for Ss to do the task. – T asks Ss to work in pairs to exchange answers. – T checks Ss' answers. – T provides correct answers: 1. a 2. b 3. a **Tapescript:** *Have you ever seen a forest destroyed by fire? A great forest fire is an awful thing to see. Once a fire has started, it spreads quickly. Foresters say that late summer is the season when a fire is the greatest danger to woods and forests. They are very dry then. Sometimes when the danger of fire is very great, foresters will not allow anyone to go into the forests.* *If people leave a camp-fire burning near a heap of leaves, this often causes a forest fire. Campers must always remember to put out their camp-fire and cover the place with earth. It is the duty of every camper to take the greatest care not to start a forest fire.* *Anyone careless enough to start a forest fire has done something, which makes life more difficult for all of us. Every fire destroys valuable wood, wildlife, and good soil. Everyone of us must know how important it is to care for our great forests and save them from fire.*	

Time	*Steps*	*Work arrangement*
10'	**AFTER YOU LISTEN** **Role play** – T asks Ss to work in pairs: student A is a journalist who wants to write about forest fires and what campers should know and do; student B is a forester in Cuc Phuong National Park. The journalist will first ask the forester about Cuc Phuong National Park and then asks about what may cause a forest fire and what every camper should remember. Ss should use the knowledge from Unit 10- National Parks and what they get from the listening tape. – After 5 minutes, T calls on some pairs to go to the front to act out the conversation. – T and other Ss can rate the role-play. – T comments and gives any necessary correction.	Pair work
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to learn by heart all new words and do the extra exercise as homework.	Whole class

Extra exercise

Read the passage and do the following exercises.

TAMING THE TOURISTS

The era of mass tourism in the mountain regions of industrialized countries began soon after World War II. This new phenomenon was a result of many factors, including increases in urban populations, income, vacation time, and mobility.

Today, in the era of cheap, global air travel, almost no mountains in any corner of the world are out of reach. Moreover, `adventure tourists' and `ecotourists' are willing to pay well, and their money is very welcome to poor governments and communities.

Although stories about the problems caused by tourism have become increasingly frequent in recent years, it is not necessarily a destructive force. The situation could be far better if tour operators and legislators considered how best to integrate tourism into the existing culture, with a minimal impact on the environment, and without host countries becoming too dependent on it. Merely restricting tourism cannot be the solution because people's desire to see new places will not just disappear.

But the real key to the problem lies in giving indigenous communities greater control over the rate at which tourism grows, and the paths it takes. Encouragingly, more and more communities are demonstrating that, with firm decision-making, this is possible.

I. Answer the following questions.

a) Why did mass tourism in the mountains begin?

b) According to the text, what is the principal way to reduce the negative effects of ecotourism?

II. Choose a, b, or c, in each question below. Only one choice is correct.

1. Mass tourism in the mountains ...

   a) was a result of World War II.

   b) occurred partly because people had more money.

   c) helped to improve income and mobility.

2. Nowadays, mountain communities ...

   a) are happy to receive money from tourism.

   b) see tourism as an impossible problem.

   c) are willing to pay well to visit new destinations.

3. Tourism is not necessarily a problem if ...

   a) it is integrated into the local culture.

   b) it is not accepted by the community but integrated into its culture.

   c) it can be avoided, causing minimal impact on the environment.

4. According to the text, we need to ...

   a) reduce people's desire to see new places.

   b) restrict tourism in rural areas.

   c) control the growth of tourism and how it develops.

Answers:

I. a. Mass tourism in the mountains began because of the increases in urban populations, income, vacation time, and mobility.

b. The principal way is to give indigenous communities greater control over the rate at which tourism grows and the paths it takes.

II. 1 b 2 a 3 a 4 c

Period 4
WRITING

I. Objectives

By the end of the lesson, the Ss will be able to:

– write a letter of invitation using the cues provided

II. Materials

Textbook, handout

III. Anticipated problems

Ss may not be familiar with expressions used in an invitation letter, so T should teach them.

IV. Procedure

Time	*Steps*	*Work arrangement*
5'	**WARM-UP** **Competition game- Ordering** – T prepares 8 handouts with some sentences in a jumbled order. a. Hope to see you then b. We would like to invite you to the wedding. a. You are welcome to stay the night as there is plenty of room, though it would help if you could let me know in advance.	Group work

Time	*Steps*	*Work arrangement*
	d. Mary and I are getting married soon after we return to Melbourne- on June 20th. e. Dear John, f. Best wishes, Alex g. It will be at my parents' house in Parkville, probably at 2.30pm, and there will be a party afterwards, starting at about 8pm. ***The correct order is:*** 1. 2. 3. 4. 5. 6. 7. – T divides the class into 8 groups and gives each group a handout. – T asks Ss to discuss to reorder the sentences to make a complete letter of invitation. – The winner will be the group with the quickest and correct order. ***Answer:*** 1. e 2. d 3. b 4. g 5. c 6. a 7. f	
7'	**EXPLOITING THE MODEL** – T can use the letter used in the warm-up activity as a model of an invitation letter. – T asks one student to read aloud the complete letter used in the warm-up activity. – T elicits the features of an informal invitation letter and tells Ss that an invitation letter usually includes: + the event (what you invite your friends to*: a wedding, a football match, a birthday party…*) + the place (*my parents' house, my school…)* + the time and date (*2.30 p.m. on June 20, from 8:00 to 10:00 on Sunday night…)*	Whole class

Time	*Steps*	*Work arrangement*
6'	+ the invitation/suggestion itself (*We would like to invite you to the wedding, Let's go…, How about going to ...)* ***Task 1:*** **Matching** **Instruction:** *You are going to write out the sentences by matching the first half in A with the suitable half/halves in B* – Before Ss do the task, T asks them to tell T what expressions they can use to give invitations or suggestions. – T writes their answers on the board and gives any correction. – T asks Ss to look at column A in Task 1 and give the form of the verb in each of the structures: + Let's + infinitive without 'to' + Why don't you + infinitive without 'to' + Would you like + infinitive with 'to' + Do you feel like + V-ing + Can you + infinitive without 'to' + How about + V-ing + Shall we + infinitive without 'to' + Are you free + infinitive with 'to' – T asks Ss to work in pairs to do the task, reminding them that one expression in A can go with more than one expression in B and they should write the sentences. – T asks Ss to exchange their answers with other pairs. – T calls on one pair to give their answers and other pairs to add any other ideas. – T feedbacks and gives correct answers: 1. c 2. f/h 3. a 4. g/d 5. h/f 6. d/g 7. e 8. b	Whole class & pair work

Time	*Steps*	*Work arrangement*
5'	***Task 2:*** **Letter completion** **Instruction:** *You are required to fill each blank in these invitation letters with a suitable expression provide in Task 1. For each blank you can have more than one answer.* – Before Ss do the task T asks them to read through the letters to understand the content of each letter roughly. – T can model the way to do this ask, using letter 1: + First, read the letter + Look at the incomplete sentence and pay attention to the form of the verb that follows the blank. For example, in letter one the verb form is infinitive with 'to' *(…….to join us?).* + Read the expression in Task 1 and find the suitable expression(s) to fill in the blank. In the first letter, we can fill the blank with *"Would you like" or " Are you free".* – T asks Ss to work in pairs to do the same with the other two letters. – T asks Ss to exchange answers with other pairs. – T calls on one pair to give their answers and other pairs to add any other ideas. – T feedbacks and gives correct answers: *2. Would you like/ Are you free; How about/ Do you feel like* *3. Can you; Why don't we/ Shall we*	Pair work
12'	***Task 3:*** **Writing an invitation letter based on cues** **Instruction:** *You are going to write an invitation in which Nam invites Lam to spend a weekend with him, using the cues provided.*	Individual work

Time	*Steps*	*Work arrangement*
	– Before Ss do the task, T reminds them that they should use all the language items provided together with other items to produce meaningful and grammatically correct sentences. Also, Ss should use capitalized letters and punctuation marks properly. – T asks Ss to write the letter. – While Ss write the letter, T should go around to observe and provide help.	
8'	**FEEDBACK ON SS' WRITINGS** – T asks Ss to exchange their letter with another student for peer correction. – T goes around and collects mistakes and errors. – T collects some writings for quick feedback. – T writes Ss' typical errors on the board and elicits self and peer correction. T provides correction only when Ss are not able to correct the errors. – T gives general comments on the letters and gives suggested letter: *Dear Lam,* *We haven't met since you moved. I miss you a lot. We are both having some days-off between the two terms soon. If you haven't made any other plans, why don't we spend a weekend together?* *Do you feel like visiting the forest near my grandparents' home again? It looks quite different now because very many young trees have been planted at the Tree- Planting Festivals.* *Do come if you find it possible, and I'll make all the preparations then.* *Give my love to your parents.* *Your friend,* *Nam*	Pair work & whole class

Time	*Steps*	*Work arrangement*
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to do the extra exercise as homework.	Whole class

Extra exercise

Complete the following invitation letter with the expressions in the box.

a. there is a club party	c. therefore	e. twenty five dollars
b. you still don't understand	d. a long time	f. we can only invite

Hi Tom,

Since I started secondary school, I haven't seen you. It's been (1)……... How are you? I miss you so much.

Now, I'll have a rare chance to meet you. That is because (2)……I planned myself. Would you like to join us? It is a music club. I know you like music very much; (3)……, I invite you to my party, although I want to invite Jack too. The rules say that (4)……one person, even though I'm the chairperson of the club. Do you feel surprised that I'm a chairperson? Ha ha!

Let me tell you the details of the party first. It costs (5)…….to join. The date is Monday, 2nd November. It starts at 9 a.m. and lasts until 4 p.m.

Enclosed are a map and the address of the school. If there's anything (6)……..or you can't come, you can contact me. My phone number is 2445678.

Hope you can come.

Love,

Charlie

Answers:

1. d 2. a 3. c 4. f 5. e 6. b

Period 5
LANGUAGE FOCUS

I. Objectives

By the end of the lesson, the Ss will be able to:

- distinguish the sounds /b/ and /p/
- pronounce the words and sentences containing these sounds correctly
- use the passive voice appropriately

II. Materials

Textbook, pictures of cities after storms

III. Anticipated problems

Ss may find it difficult to use the passive voice in different tenses, so T should prepare a lot of practice.

IV. Procedure

Time	*Steps*	*Work arrangement*
15'	**PRONUNCIATION** **Pronouncing the two sounds separately:** – T models the two sounds twice or three times. – T pronounces the sounds and asks Ss to repeat. – Ss practice pronouncing the sounds in chorus and individually. – T gives feedback. **Pronouncing words containing the sounds** – T reads the words in each column all at once – T reads the words once again, each time with a word in each column to help Ss distinguish the differences between the sounds in the words. – T reads the words and asks Ss to repeat them.	Whole class, individual work & pair work

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>– T asks Ss to practice pronouncing the words in pairs.
– T goes around to provide help.
– T asks some Ss to pronounce the words.
– T gives correction if necessary.
Reading the sentences with words containing the sounds
– T reads the sentences and asks Ss underline the words with the sounds and write /b/or /p/ under them.
– T asks Ss to practice the sentences in pairs.
– T goes around to provide help.
– T asks some Ss to read the sentences.
– T gives feedback.</td><td></td></tr>
<tr><td>8'</td><td>GRAMMAR
The passive voice
a. Presentation
– T elicits the form, meaning and use of the passive voice
– T revises the form, meaning and use of the passive voice
+ Form: be + past participle
The passive can be used, also, in various tenses. Following are the passive forms of "design."
<table><tr><th rowspan="2">Tense</th><th rowspan="2">Subject</th><th colspan="2">Auxiliary</th><th rowspan="2">Past participle</th></tr><tr><th>Singular</th><th>Plural</th></tr><tr><td>Present simple</td><td>The car/cars</td><td>is</td><td>are</td><td>designed.</td></tr><tr><td>Present perfect</td><td>The car/cars</td><td>has been</td><td>have been</td><td>designed.</td></tr><tr><td>Past simple</td><td>The car/cars</td><td>was</td><td>were</td><td>designed.</td></tr></table></td><td>Whole class, individual work & pair work</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>7'</td><td>
<table>
<tr><td>Past perfect</td><td>The car/cars</td><td>had been</td><td>had been</td><td>designed.</td></tr>
<tr><td>Future</td><td>The car/cars</td><td>will be</td><td>will be</td><td>designed.</td></tr>
<tr><td>Future perfect</td><td>The car/cars</td><td>will have been</td><td>will have been</td><td>designed.</td></tr>
<tr><td>Present progressive</td><td>The car/cars</td><td>is being</td><td>are being</td><td>designed.</td></tr>
<tr><td>Past progressive</td><td>The car/cars</td><td>was being</td><td>were being</td><td>designed.</td></tr>
</table>

+ Meaning: passive
+ Use: The passive is mainly used in three ways:
• when we don't want to take responsibility for something
E.g.: The matter will be dealt with soon (We don't know or want to say who'll deal with it)
• when we want to focus on a happening, not who or what did it.
E.g.: Our roof was damaged in last night's storm. (We're concerned about the roof)
• when we want to avoid ‘vague subjects' like one, someone, they, etc.
E.g.: The form has to be signed. (not ‘Someone/ One has to sign the form)
• However, the passive is not used when we want to focus on the person or thing that does the action.
E.g.: You should finish this letter. (Not ‘ This letter should be finished) = It is you who should finish this letter.
b. Practice
Exercise 1 and 2:
</td><td></td></tr>
</table>

Time	*Steps*	*Work arrangement*
7'	– T asks Ss to do Exercise 1 and 2. – T goes around to provide help. – T asks Ss to compare their answers with another student. – T asks some Ss to go to the board to write their answers. – T asks other Ss to comment. – T gives correct answers: *Exercise 1:* 1. were reported 2. grow 3. be spoken 4. am not invited 5. are being built *Exercise 2:* 1. came; had started/ had been started; were 2. is standing; is being photographed 3. Have…been told 4. was being laid; decided 5. will…be planted	
6'	*Exercise 3:* – T asks Ss to do exercise 3 in pairs. Ss have to fill each blank with the correct form of a verb in the box. – T asks them to compare answers with another pair. – T calls on some Ss to read out their answers. – T feedbacks and gives correct answers: *1. was organized* *2. arrived* *3. were met* *4. taken*	

Time	*Steps*	*Work arrangement*
	5. had been cleaned *6. (had been) put* *7. was* *8. prepared* *9. made* *10. were served* – T calls on some pairs to practice the conversation ***c. Production:*** Making sentences based on pictures – T prepares 2 pictures of 2 cities after storms and asks Ss to make sentences to describe the consequences of the storms, using the passive voice. – T allows Ss to write down as many sentences as possible in three minutes. – The winner will be the one with the most meaningful sentences. Some suggested sentences: + In the first picture, the building was destroyed. + The traffic lamp was broken down. etc. 	

Time	*Steps*	*Work arrangement*
	–	
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to do the extra exercise as homework.	Whole class

Extra exercise

You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.

E.g.

– (Past simple: Claire / go / to Florida / last month)
  You remember Claire? She *went to Florida last month.*

– (Present perfect: send / our luggage / to Australia)
  Bad news about our luggage. It's *been sent to Australia.*

1. (Past simple: Claude Jennings / win / the quiz competition)
   Did you hear about the quiz competition? It……..
2. (Past simple: Mrs. Miles / do / a parachute jump / last week)
   You know Mrs. Miles? She ……..
3. (Present perfect: a bull / attack / David)
   Have you heard about David? He's ……...
4. (Present continuous: build / the house)
   Trevor and Laura have bought a house. It's still……..
5. (Present simple: Andrew / like / Jessica)
   Did I tell you about Andrew? He ……..

Answers:

1 was won by Claude Jennings.
2 did a parachute jump last week.
3 been attacked by a bull.
4 being built.
5 likes Jessica.

UNIT 11
NATIONAL PARKS

Period 1
READING

I. Objectives

By the end of the lesson, Ss will be able to:

- use vocabulary items related to national parks
- guess the meaning of words based on contexts
- scan for specific information about national parks

II. Materials

Textbook, handout

III. Anticipated problems

Ss may not know much about conservation, so T should be ready to give explanation.

IV. Procedure

Time	*Steps*	*Work arrangement*
9'	**WARM-UP** **Competition game- Word Search** – T divides the class into small groups of 3-4 students. Then T distributes the following puzzle handouts for Ss to do in their own groups. Which group finishes first and has all the correct answers will be the winner. – Note: before Ss work, T may ask if Ss know all the names of the animals provided in the puzzle. T can give some Vietnamese equivalents of the words and quickly teach Ss to pronounce the words.	Group work

Time	Steps	Work arrangement
	+ ape: khỉ không đuôi *+ alligator: cá sấu châu Mỹ* *+ deer: hươu, nai* *+ llama: lạc đà không bướu*	

The words in the box bellow are hidden in this puzzle. The words go across, up, down, backward and diagonally.

B	E	B	E	N	V	X	Q	C	R	A
U	I	L	E	P	W	I	O	E	L	L
L	X	R	E	A	A	W	E	L	I	A
Y	R	E	D	P	R	D	I	O	B	R
E	E	I	S	S	H	G	N	H	X	B
K	G	L	R	A	A	A	F	G	X	E
N	I	P	M	T	C	H	N	I	I	Z
O	T	A	O	A	Q	J	O	T	S	P
M	L	R	M	L	L	Z	I	R	C	H
L	A	E	T	U	R	T	L	E	S	X
C	L	G	I	R	A	F	F	E	U	E

WORD BOX

ALLIGATOR	DEER	LLAMA
APE	ELEPHANT	MONKEY
BEAR	FISH	PIG
BIRDS	GIRAFFE	TIGER
CAMEL	HORSE	TURTLE
COW	LION	ZEBRA

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>

Answer:

<table>
<tr><td>B</td><td>E</td><td>B</td><td>E</td><td>N</td><td>V</td><td>X</td><td>Q</td><td>C</td><td>R</td><td>A</td></tr>
<tr><td>U</td><td>I</td><td>L</td><td>E</td><td>P</td><td>W</td><td>I</td><td>O</td><td>E</td><td>L</td><td>L</td></tr>
<tr><td>L</td><td>X</td><td>R</td><td>E</td><td>A</td><td>A</td><td>W</td><td>E</td><td>L</td><td>I</td><td>A</td></tr>
<tr><td>Y</td><td>R</td><td>E</td><td>D</td><td>P</td><td>R</td><td>D</td><td>I</td><td>O</td><td>B</td><td>R</td></tr>
<tr><td>E</td><td>E</td><td>I</td><td>S</td><td>S</td><td>H</td><td>G</td><td>N</td><td>H</td><td>X</td><td>B</td></tr>
<tr><td>K</td><td>G</td><td>L</td><td>R</td><td>A</td><td>A</td><td>A</td><td>F</td><td>G</td><td>X</td><td>E</td></tr>
<tr><td>N</td><td>I</td><td>P</td><td>M</td><td>T</td><td>C</td><td>H</td><td>N</td><td>I</td><td>I</td><td>Z</td></tr>
<tr><td>O</td><td>T</td><td>A</td><td>O</td><td>A</td><td>Q</td><td>J</td><td>O</td><td>T</td><td>S</td><td>P</td></tr>
<tr><td>M</td><td>L</td><td>R</td><td>M</td><td>L</td><td>L</td><td>Z</td><td>I</td><td>R</td><td>C</td><td>H</td></tr>
<tr><td>L</td><td>A</td><td>E</td><td>T</td><td>U</td><td>R</td><td>T</td><td>L</td><td>E</td><td>S</td><td>X</td></tr>
<tr><td>C</td><td>L</td><td>G</td><td>I</td><td>R</td><td>A</td><td>F</td><td>F</td><td>E</td><td>U</td><td>E</td></tr>
</table>

</td><td></td></tr>
<tr><td>8'</td><td>

BEFORE YOU READ

Discussing the questions

– T asks Ss to look at the pictures of the three nationals on page 112 and tell the class anything they know about these parks.

– T asks Ss to work in groups of 5 to discuss the questions in the textbook.

– T goes a round to provide help.

– T asks some Ss to present their group's answers and others to add any other ideas.

Pre-teaching vocabulary

Note: T should only teach the words which do not appear in Task 1.

– T elicits or teaches some vocabulary items:

1. To be located in: to be in a particular place (nằm ở)

2. Establish (v): set up (thành lập)

</td><td>Group work & whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	3. Rainforest (n): forest in the tropical region (rừng mưa nhiệt đới) *4. Orphan (n): a child without parents, an animal without mother (trẻ mồ côi, con thú mất mẹ)* *5. Orphan (v): to make sb an orphan* *6. Orphanage (n): home for orphans (trại trẻ mồ côi, nơi nuôi thú bị bỏ rơi)* *7. Tropical (adj): thuộc về nhiệt đới* *8. Temperate (adj): thuộc về ôn đới* *9. Toxic (adj): involving sth poisonous (độc)* – T may ask some Ss to make sentences with the above words to check their understanding.	
8'	**WHILE YOU READ** **Setting the scene** *You are going to read three passages about three national parks. While you are reading, do the tasks in the textbook.* ***Task 1:*** **Matching based on word guessing** **Instruction:** *You are required to find the word in the passage that can match with the definition given in task 1.* – T asks Ss to read through the passages silently. – After checking that Ss have finished reading the passage, T instruct Ss to use some strategies to do task 1: + First, Ss should read through the definitions provided in the task to identify the part of speech of the word to match each definition. For example, in sentences 1 and 2 the word to fill in should be a verb; in sentence 3, 4 and 6 it should be a noun; and in sentence 5 it should be an adjective.	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	+ Then, Ss should go back to the passage and find the suitable words to fill the blanks. – T goes around to help Ss when necessary. – Then T asks Ss to check their answers in pairs. – T calls Ss to present and explain their answers. – Finally, T provides the correct answers: *2. contain* *3. species* *4. survival* *5. sub-tropical* *6. contamination*	
10'	***Task 2:*** **Answering questions** **Instruction:** *You are to read the passage again and answer the questions in the book.* – T asks Ss how to do the task. If Ss forget, T instructs Ss to use some strategies to do the task: + First, skim the six questions to understand them. As Ss do this they: • underline the key words. For instance, in question 1 Ss can underline *what, area, rainforest* • decide what information they need to find in the text • look for questions words like "what percentage" which indicates Ss should read for specific thing like a number. + Go back to the first question and locate the information for the question by finding the key words in the passage and mark the place. + Read the part carefully to find the answer. Ss can use their own words. + Continue with the rest of the questions. – T asks Ss to work individually to do the task. – Then T asks Ss to discuss their answers with their peers. – T calls on some Ss to write their answers on the board and ask them to explain their choices.	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>– T feedbacks and gives the correct answers:
1. 200 spare km (line 4)
2. Because the rainy season is over (line 7)
3. They can learn about the habits of animal, how to 4. recognize the different species of animals and plants, and how one species is dependent upon another for survival. (line 11-13)
5. In the Orphanage, orphaned or abandoned animals are taken care of. (line 14-15)
6. Because of the toxic levels of chemicals in the water.(line 19-21)
7. Plants and animals will die/be killed/destroyed.(line 21-22 + Ss' opinion)</td><td></td></tr>
<tr><td>8'</td><td>AFTER YOU READ
Instruction: You are required to interview different friends to find out who like to visit which of the three national parks most. Complete the table.
– T draws the following table on the board:
<table>
<tr><th>Park</th><th>Name</th><th>Reason(s)</th></tr>
<tr><td>Cuc Phuong National Park</td><td></td><td></td></tr>
<tr><td>Nairobi National Park</td><td></td><td></td></tr>
<tr><td>Everglades National Park</td><td></td><td></td></tr>
</table>
– T asks Ss to go around to interview different Ss to complete the table. They should write the name of the student who likes going to each park in the second column and the reason(s) in the last column. If the number of Ss is big, Ss may just interview the students around them.</td><td>Individual work & whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T gives Ss 5 minutes to interview. After that time, any student who finishes filling the table will be the winner. That student will report the results to the whole class. – While Ss are working, T goes around to help and collect errors which can be corrected later.	
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to learn by heart all of the new words and do the extra exercises as homework.	Whole class

Extra exercises

Read the passage and do the exercises.

Yosemite National Park.

Yosemite National Park became America's first state park in 1864. Compared to other protected areas, Yosemite Valley is quite small, about seven miles long and a mile wide. Small enough anyway for John Muir, the conservationist and founder of Sierra Club, to explore the entire area on foot. But within its ***narrow*** *confines are some of the most impressive cliffs, valleys,* ***meadows****, waterfalls, and flora and fauna.*

The park ranges from 2,000 feet above sea level to more than 13,000 feet. Among its most famous peaks are El Capitan, the largest piece of exposed granite in the world, and Half Dome. Some of the most spectacular waterfalls, such as the Bridal veil Falls, are only a short hike from the Yosemite Valley floor. The view of the Valley floor from the top of 3,200 foot Glacier Point, 32 miles away by road, is considered by many to be the most impressive of all. When you are not feeling "stoned" by the sheer ***cliffs*** *that circle the valley, be aware of the black bears that no longer appear to fear humans and have known to brazenly walk into campsites and* ***raid*** *food. There are 196 miles of paved roads within the park and 840 miles of trails. Since it also has 8 miles of paved bike path, rent a bike and explore the relatively flat valley floor. To prevent congestion and overcrowding, there have been proposals to ban automobiles in Yosemite, especially during the*

very busy and crowded holiday weekends such as Memorial Day, Fourth of July, and Labor Day But don't let a ***trifle*** *like that stop you from visiting one of the most fabulous natural wonders of the world.*

1. Match the following words to the suitable definition or synonym.

Meadow	Cliff	Raid	Cunning	Narrow

	a. Grassland, low land near a river.
	b. Stiff, high face of a rock at the edge of the sea, river or lake.
	c. Small in width
	d. Sudden and surprise attack for food.
	e. Clever, astute.

2. Answer the following questions according to the text (2 points).

a. How big is Yosemite Park?

b. What animals may threaten the visitors?

c. Why do some people want to ban cars from the Park?

Answers:

1. a. meadow b. cliff c. narrow d. raid e. cunning
2. a. It is about seven miles long and a mile wide.
   b. The black bears may threaten the visitors.
   c. To prevent congestion and overcrowding

Period 2
SPEAKING

I. Objectives

By the end of the lesson, the Ss will be able to:

- use conditional sentences type 3 to express regrets
- talk about an excursion

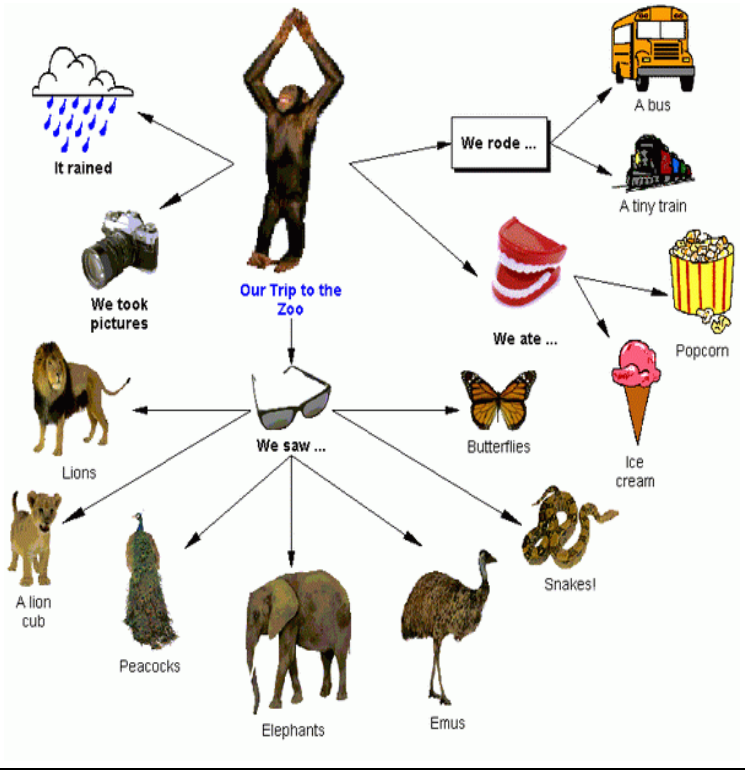
II. Materials

Textbook, handout

III. Anticipated problems

Ss may not have sufficient vocabulary to talk about an excursion, so T should be ready to provide some.

IV. Procedure

Time	*Steps*	*Work arrangement*
8'	**WARM-UP** **Competition game- Quick story telling** – T sticks the following poster on the board (or T can print this picture out for Ss) and tells Ss to make up a short and simple story about their visit to the zoo last weekend. T gets across to Ss that they should use all the prompts given in the picture and add some own ideas.  	Group work

Time	*Steps*	*Work arrangement*
	– T asks Ss to work in groups of 6 in 4 minutes. After 4 minutes, each group will present their story. The group with the most logical and meaningful story will be the winner. **Suggested story:** *Last Saturday our class went to the zoo. As many of us hadn't tried the bus before, we decided to go there by bus. When we arrived at the zoo, we got on a tiny train to go around the zoo. We ate popcorn and ice-cream. We could see a lot of animals such as butterflies, snakes, emus, elephants, peacocks and lions. We also saw a lovely lion cub which was born just 1 month a go. When we were taking photos, it rained. What a pity! We had to leave the zoo sooner than we expected.*	
10'	***Task 1:*** **Matching** **Instruction:** *Last week Nga's class went on an excursion to Huong Pagoda. Unfortunately, the excursion turned out to be a disaster. Most of the things they did went wrong. You are required to match the thing in column A with the corresponding consequences in column B and read out the sentences.* – T asks Ss to read through the sentences in the two columns. – T may want to elicit or teach some words or expressions: *1. Food poisoning: ngộ độc thức ăn* *2. Fine (n): cash paid as punishment (tiền phạt)* *3. Get lost: unable to find way (lạc đường)* *4. Carsick (adj: feeling sick because of a car's movement (say ô tô)* – T asks Ss to work in pairs to do the task. – T goes around to observe Ss working.	Pair work & whole class

Time	*Steps*	*Work arrangement*
12'	– T checks Ss' answers by calling on some Ss to read out things in A and some others to read out the corresponding consequences in B. – T gives feedback and correct answers: *1. f 2. e 3. h 4. g* *5. b 6. c 7. a 8. d* ***Task 2:* Showing regrets** **Instruction:** *Imagine that you are Nga's classmates and you are not happy with the excursion to Huong Pagoda. Now you are talking with some friends about what you wish you had or hadn't done.* – Before Ss do the task, T asks them to read the examples on page 115 and tell T what grammatical structure is used in the examples. – T elicits or revises the conditional sentence type 3 quickly: + *Form: If + subject +past perfect, subject would/could have + PII* + *Meaning: The third conditional is used to talk about unreal situations in the past. In other words, it is used to talk about things which DID NOT HAPPEN in the past or to express regrets.* + *Use: The third conditional does not focus on the present or future like type 1 and type 2. The time in type 3 is the* ***past*** *and signifies a completed action in the past. The condition, therefore, cannot be fulfilled because the action in the if-clause did not happen.* – *Example:* If I ***had had*** the money, I ***would have bought*** this Audi. *(But I did not have it, and so did not buy).* If we had played a little better, we could have won the game.*(We didn't play well, so we lost the game.)* – T asks Ss to work in groups to do the task.	Individual work, pair work & whole class

Time	*Steps*	*Work arrangement*
12'	– T goes around to observe, offering help and collecting mistakes. – T asks Ss to compare their answers with another group. – T calls on some Ss to speak out their sentences and ask others to listen and feedback. – T gives feedback and suggested answers: *2. If we had brought enough good and drinks, we wouldn't have spent a lot of money eating in expensive restaurants.* *3. If some of us hadn't had food poisoning, we could have enjoyed out visit.* *4. If we had had rain coats, we wouldn't have got wet and have had a cold.* *5. If some of us hadn't left our luggage on the coach when we arrived, we could have had clothes and money with us.* *6. If we had been careful when walking in Huong Pagoda, we wouldn't have got lost.* *7. If we hadn't thrown waste in the forest, we wouldn't have got a fine.* *8. If we had stayed there more than one day, we could have visited all the pagodas.* ***Task 3:* Asking and answering about the excursion** **Instruction:** *You are going to work in pairs. One of you is Nga and the other is one of Nga's friends who studies in another school. Ask and answer about the excursion.* – T asks Ss to work in pairs and gives each pair 2 handouts: one for Nga and the other for Nga's friend.	Pair work & whole class

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
<table>
<tr><th>Nga's friend</th><th>Nga</th></tr>
<tr><td>– Ask what Nga did last Saturday</td><td>– Answer the friend's question (I went to Huong Pagoda with my class)</td></tr>
<tr><td>– Ask about the means of transport Nga's class used to go to Huong Pagoda</td><td>– Answer and express regrets.</td></tr>
<tr><td>– Ask about food and drinks Nga's class brought.</td><td>– Answer and express regrets.</td></tr>
<tr><td>– Ask about the duration of the excursion.</td><td>– Answer and express regrets</td></tr>
<tr><td>– Ask what they did in Huong pagoda</td><td>– Tell what they did and express regrets</td></tr>
<tr><td>– End up the conversation</td><td></td></tr>
</table>
– T may want to model a part of the conversation with a student:
+ T: Last Saturday, I phoned you but you weren't at home. Your dad said that you were going on an excursion. Where did you go?
+ A: I went to Huong Pagoda with my class.
+ T: Really? Was that fun?
+ A: Not really.
+ T: Why so?
+ A: Most of the things we did went wrong.
+ T: Tell me, how did you go there?
...
– T goes around to observe and collect errors.
– When most pairs finish, T calls on some pairs to act out their conversation.
– T asks some Ss to comment.
</td><td></td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T writes some typical errors on the board and asks for self and peer correction. T gives correction only when other Ss cannot correct the errors.	
3'	**WRAPPING UP** – T summarises the main points – T asks Ss to do the extra exercise as homework	Whole class

Extra exercise

Read what Gladys Cacatian, a student from Colombia, says about her visit to Hollywood. Answer the questions.

A Hollywood Dream Come True

Since my childhood I had the dream to see California. From movies and magazines I knew a lot about the dazzling world of Hollywood. I was maybe eleven or twelve years old when I read many papers and magazines about the lives and love affairs of movie stars.

I was fascinated reading about the luxurious houses where they lived and the cars that they drove. I wished some day I would be able to see the place where it was happening.

Years later, I came to California to visit some friends. It was great for me because finally I could see my favorite places. I planned to spend my time with my friends and to visit many places. I went to Disneyland, the Chinese Theater, the stars' Hall of Fame and the beach.

When I saw the Beverly Hills mansions, I felt excited. When I visited Universal Studios, I was very surprised how they could represent the ocean in a small lake, the Vietnam war on a piece of land, and a street in New York, London or Paris without real buildings. I admired the technological advances, but I understood that Hollywood is an unreal world. It's just a dream, but I made my dream come true.

1. How old was Gladys when she read newspapers about Hollywood's stars?
2. What did she wish to do?
3. What did she do when she went to California?
4. What surprised her when she visited Universal Studios?

Answer:

1. When she was about eleven or twelve years old
2. She wished to visit Hollywood some day.
3. She spent time with her friends and visited many places.
4. She was very surprised how they could represent the ocean in a small lake, the Vietnam war on a piece of land, and a street in New York, London or Paris without real buildings.

Period 3
LISTENING

I. Objectives

By the end of the lesson, the Ss will be able to:

– listen to get specific information about Cuc Phuong National Park

II. Materials

Textbook, cassette tape, handout

III. Anticipated problems

Ss may find some proper names in the tape difficult, so T should write them on the board before Ss listen to the tape.

IV. Procedure

Time	*Steps*	*Work arrangement*
8'	**WARM-UP** **Competition game- Matching** – T divides the class into 8 groups and gives each group a handout. Ss are required to match the name of each National Parks in Vietnam with their suitable description. The first group to have the correct answer will be the winner.	Group work

Time	*Steps*	*Work arrangement*
	 A. Phong Nha - Kẻ Bàng National Park **B. Ba Bể National Park** **C. Bái Tử Long National Park** **D. Ba Vì National Park** **E. Côn Đảo National Park**	

Time	*Steps*	*Work arrangement*
	1. This National Park is located to the north of well-known Ha Long Bay and 20 km from the centre of Van Don district. The park covers 15,783 ha and is now home to 672 species of terrestrial plants and 178 aquatic floral species, of which 11 species have been listed in Vietnam's Red Book of endangered species. 2. This National Park, 48 kms west of Hanoi, covers an area of 7,377 ha on a range of high mountains. The park is famous for its rich and diverse flora and fauna comprising tropical and subtropical species. Climbing up to the top of the mountains, you will find a temple dedicated to the Tan Vien God and can take an enthralling bird's-eye view of the surroundings. 3. This National Park is located in the Bắc Kạn Province of Vietnam. It was created in 1992 and extends over 7,600 ha. It surrounds Ba Bể lake, made of three connecting lakes, which has a total area of 500 ha and a maximum depth of 35 m. 4. This is a natural reserve area on an island in Ba Ria-Vung Tau Province, Vietnam. The park includes a part of the island and the surrounding sea. The national park is characterized by a diverse ecosystem. Many species of corals and especially the sea turtle are found here. 5. This National Park is located in central Vietnam, about 500km south of Hanoi. It houses 140 families, 427 branches, and 751 species of high-rated plants, of which 36 species are endangered and listed in the Viet Nam Red Book. The forest is also home to 32 sets, 98 families, 256 races and 381 species of four land backboned animals. Sixty-six animal species are listed in the Viet Nam Red Book and 23 other species in the World Red Book.	Group work & whole class

Time	*Steps*	*Work arrangement*
	Answer: 1. Bái Tử Long National Park 2. Ba Vì National Park 3. Ba Bể National Park 4. Côn Đảo National Park 5. Phong Nha-Kẻ Bàng National Park	
10'	**Before you listen** – T sets the scene: *You are going to listen to a passage about Cuc Phuong National Park. Before you listen to the tape, I'd like you to do a quiz about this park. The quiz includes 7 questions.* – T sticks a big paper with 7 questions on the board: 1. Where is Cuc Phuong National Park? 2. What is the area of the park? 3. When is the best time to visit Cuc Phuong? 4. How many species of animals living in the park? 5. How many species of plants living in the park? 6. How many people go to visit the park every year? 7. What ethnic minority live in Cuc Phuong? – T elicits the answers from Ss and writes them on the board for checking later. – Then T asks Ss to look at the words and expressions on page 116. T helps Ss to pronounce the words given. T may read aloud first and ask Ss to repeat in chorus and individually. – T elicits/ teaches some of the words given in the book or those taken from the listening passage: *1. Threatened and endangered specie: Các loài bị đe dọa và bị nguy hiểm* *2. Ethnic minority: an ethnic group that is a minority within a nation or society (dân tộc thiểu số)*	Group work & whole class

Time	*Steps*	*Work arrangement*
	3. Flora (n): all the plants found in a particular country or region (hệ thực vật) *4. Fauna (n): the animal life of a particular region or country (hệ động vật)* *5. Defeat (v): win a victory over a competitor(đánh bại)* *6. The Qing invaders: quân xâm lược nhà Thanh*	
8'	**WHILE YOU LISTEN** ***Task 1:* Filling missing information and verifying the guesses** **Instruction:** *You are going to listen to the passage to fill in the missing information and check your answers to the quiz.* – Before Ss listen and do the task, T instructs them to use some strategies: + First, read the sentences carefully. As they do this: • underline keywords • try to work out what they are going to hear • anticipate the grammatical form as well as vocabulary + Fill in each blank as they listen. The information will be given in the same order as the sentences although it may be expressed differently. + Make sure your sentences are grammatically correct. – T plays the tape once for Ss to do the task. – T asks for Ss' answers and writes them on the board. – T plays the tape the second time for Ss to check their answers. – T checks Ss' answers by calling on some Ss.	Individual work & whole class

Time	*Steps*	*Work arrangement*
	– If there are a lot of Ss having the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct answers: *6. 1960* *7. 160 km south west of* *8. 100,000 visitors* *9. 2,000; 450* *10. Quen Voi*	
9'	***Task 2:*** **Answering questions** **Instruction:** *You are going to listen to the tape again to answer the questions.* – Before Ss listen and do the task, T asks Ss what the strategies to do the task are. If Ss forget, T may repeat the strategies: + First, read through the statements to understand them and underline key words. For example, the key words in the first question are: *how many provinces, Cuc Phuong National Park, belong* + Listen to the tape and pay attention to the key words + Write down the answers – T asks Ss whether they can do the task based on the previous times of listening. – If Ss can, T asks them to give the answers and write them on the board. – T plays the tape once for Ss to check their answers. – T asks Ss to work in pairs to compare their answers. – T checks Ss' answers by calling on some Ss and asks them to explain their answers.	Individual work, pair work & whole class

Time	*Steps*	*Work arrangement*
	– If there are a lot of Ss having the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct answers: *1. It covers 3 provinces: Ninh Binh, Hoa Binh and Thanh Hoa.* *2. It is about 160 km.* *3. They come there to see the work being done to protect endangered species.* *4. Nguyen Hue defeated the Quing invaders in the spring of 1789.* *5. They live mainly on bee keeping and farming.* **Tapescript** *Cuc Phuong, the first national park in Vietnam, was officially opened in 1960. It is located 160 km south west of Hanoi spanning Ninh Binh, Hoa Binh and Thanh Hoa provinces. The 200 square kilometer park attracts tourists and scientists alike. In 2002, nearly 100,000 visitors made their way to Cuc Phuong. Many come to see the work being done to protect endangered species. According to scientists, there are about 2,000 different species of flora and 450 species of fauna.* *Cuc Phuong National Park has many caves. Quen Voi, also part of the park, is where Nguyen Hue's army was stationed before it made its surprise attack on Thang Long and defeated the Quing envaders in the spring of 1789.* *Cuc Phuong is also home to the Muong ethnic minority, who live mainly on bee keeping and farming.*	

Time	*Steps*	*Work arrangement*
8'	**AFTER YOU LISTEN** – T asks Ss to work individually to write about the special features of Cuc Phuong National Park in five minutes. – After five minutes T tells them to stop writing and asks them the number of sentences they can write. The student with the biggest number of sentences will read his/her sentences out loud. Other Ss listen and comment. – T listens and feedbacks.	Individual work
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to learn by heart all new words and do the extra exercise as homework.	Whole class

Extra exercise

Complete the passage by filling each blank with the suitable form of the word given at the end of each line.

Bach Ma National Park is located in (1)…….Vietnam in the province of Thua Thien Hue, around 700 km south of the country's capital Hanoi and 1000 km north of Ho Chi Minh City. CENTRE

The (2)……. park covers an area of about 22,000 ha in the districts of Phu Loc and Nam Dong. With steep mountains and dense forests this area is home to a wide (3)….. of animals and plants. At the base of the mountains there is (4)…… monsoon forest, above 900 m sub-tropical forest. There are species from both northern and southern Vietnam, and Bach Ma is recognized as one of the areas of Indochina with high biodiversity. Bach Ma mountain peak is the (5)……. point in the park at 1450 m above sea level and is only 18 km away from the coast. NATION VARY TROPICS HIGH

Answer:

1. central 2. national 3. variety
4. tropical 5. highest

Period 4
WRITING

I. Objectives

By the end of the lesson, the Ss will be able to:

– write letters of acceptance of refusal

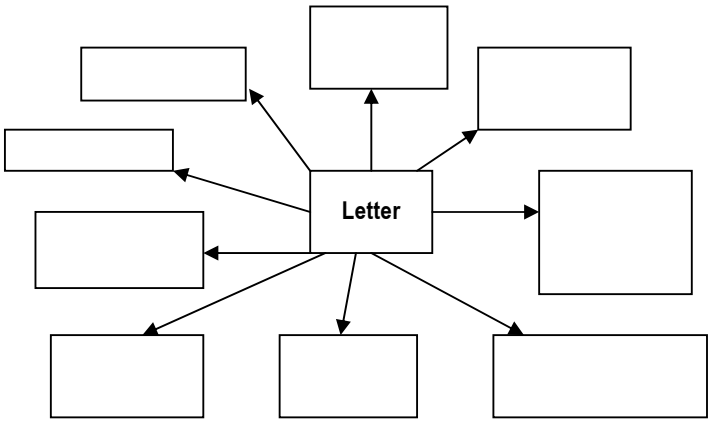
II. Materials

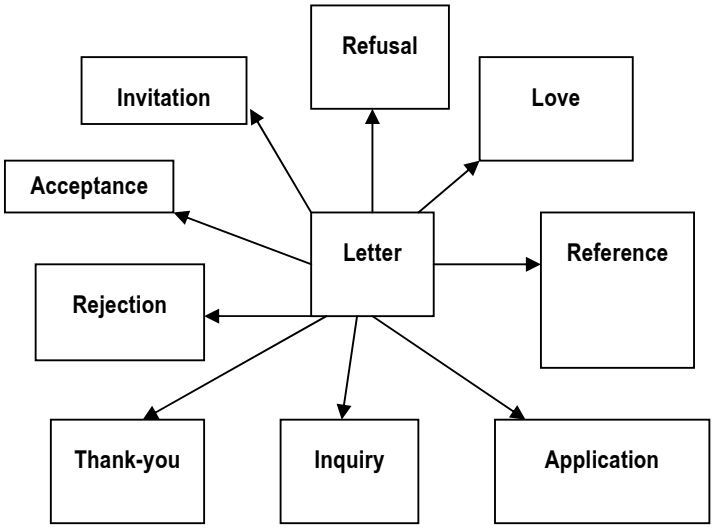
Textbook, handout

III. Anticipated problems

Ss may not be familiar with expressions used in an invitation letter, so T should teach them.

IV. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP** **Competition game- Network** – T prepares a handout with a network of the word "letter".  	Group work

Time	*Steps*	*Work arrangement*
	– T divides the class into 8 groups and gives each group a handout – T asks Ss to complete the network with different types of letter they know. – The winner will be the group with the quickest and correct answers. **Suggested Answer:**  	
6'	***Task 1:*** **Filling the blank** **Instruction:** *You are going to complete the letters on page 117 by fill each blank with one of the ways to accept or refuse an invitation provided in the table.* – Before Ss do the task, T asks Ss to read through the expressions in the table to understand them. – T asks Ss to do the task in pairs and reminds them that for each blank they can have more than one answer. – T calls on some Ss to go and write their answers on the board. – T calls for peer correction and gives T's own feedback.	Pair work & whole class

Time	*Steps*	*Work arrangement*
	Suggested answers: *1. That's a great idea!* *2. I'd love to, but…/ I'm afraid I can't come because …* *3. I'd love to / I'd be delighted to* **Discussing the features of a letter of acceptance or refusal**	
7'	– After Ss finish task 1, T can use the letters in the task as models to elicit or introduce the features of a letter of acceptance or refusal. T may use some questions; + *What is the similarity between the three letters?* + *What is the similarity between letter one and three?* + *How is letter two different from the other two?* + *Why did the writer of letter two refuse the invitation?* … – T reminds Ss that: + to write a letter of acceptance, firstly, Ss should thank their friends for the invitation. Then they use one of the ways of accepting to say they agree to join their friends. + to write a letter of refusal, firstly, Ss should thank their friends for the invitation. Then they use of the ways of refusing the invitation to say that they cannot join their friends. Ss should remember to give out the reason for their refusal as well.	Whole class
	Task 2: **Ordering**	
6'	**Instruction:** *You are required to arrange the sentences in the correct order to make a letter of accepting an invitation to spend a weekend in the country.*	Individual work & pair work

Time	*Steps*	*Work arrangement*
10'	– T asks Ss to do the task individually and exchange their answer with another student when they have finished. – T calls on a student to read the letter out loud and asks other Ss to listen and give feedback. – T comments and gives the correct order: 1 d 2 e 3 c 4 a 5 f 6b ***Task 3:* Writing a letter of acceptance or refusal** **Instruction:** *One of your friends has invited you to go for a picnic to Cuc Phuong National Park next weekend. Write a reply letter accepting or declining his/her invitation.* – Before Ss do the task, T reminds them that they should pay attention to all the features of this type of letter and be careful with some other written conventions such as capitalization, punctuation … – T asks Ss to write the letter individually. – While Ss write the letter, T should go around to observe and provide help.	Individual work & Pair work
7'	**FEEDBACK ON SS' WRITINGS** – T asks Ss to exchange their letter with another student for peer correction. – T goes around and collects mistakes and errors. – T collects some writings for quick feedback. – T writes Ss' typical errors on the board and elicits self and peer correction. T provides correction only when Ss are not able to correct the errors.	Pair work & whole class
2'	**WRAPPING UP** – T summarises the main points.	Whole class

Time	*Steps*	*Work arrangement*
	– For homework T asks Ss to write a letter of acceptance or refusal (if they have written a letter of acceptance in class, at home they will write a letter of refusal and vice versa).	

Extra exercise

Complete the passage about Cat Tien National Park by filling each blank with a suitable word.

Cat Tien national park was protected initially in 1978 as (1)…….. sectors, **Nam Cat Tien** and **Tay Cat Tien**. Another sector, **Cat Loc**, was gazeted as a Rhinoceros Reserve (2)……. 1992 upon the discovery of a population of Javan Rhinoceros, an occasion that brought the park (3)…….. the world's eye. The three areas were (4)…….. to form one park in 1998. Cat Tien comprises an important reserve in Vietnam, both for the habitat it protects and the species. As well as being a critical reserve for the Javan Rhino, it also is home to 40 IUCN Red List species, and protects around 30% of Vietnam's species. The park is, (5)……., threatened by encroachment from local communities, illegal logging and poaching. In (6)……, the park is too small for the larger species found inside it, this leads (7)…… either their local extinction or to conflicts (8)…….. local people as these animals move beyond the confines of the park. (9)…… problem is particularly intense for the park's elephant population, (10)…….. is prone to wandering and is considered too small to be self sustainable.

Answer:

1. two
2. in
3. into
4. combined
5. however
6. addition
7. to
8. with
9. This/The
10. which

Period 5
LANGUAGE FOCUS

I. Objectives

By the end of the lesson, the Ss will be able to:

- distinguish the sounds /t/and /d/
- pronounce the words and sentences containing these sounds correctly
- use the passive voice appropriately

II. Materials

Textbook

III. Anticipated problems

Ss may make mistakes when using the third conditional, so T should prepare a lot of practice.

IV. Procedure

Time	*Steps*	*Work arrangement*
13'	**PRONUNCIATION** **Pronouncing the two sounds separately:** – T models the two sounds twice or three times. – T pronounces the sounds and asks Ss to repeat. – Ss practice pronouncing the sounds in chorus and individually . – T gives feedback. **Pronouncing words containing the sounds** – T reads the words in each column all at once. – T reads the words once again, each time with a word in each column to help Ss distinguish the differences between the sounds in the words. – T reads the words and asks Ss to repeat them.	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	– T asks Ss to practice pronouncing the words in pairs. – T goes around to provide help. – T asks some Ss to pronounce the words. – T gives correction if necessary. **Reading the sentences with words containing the sounds** – T reads the sentences and asks Ss underline the words with the sounds and write /t/or /d/ under them. – T asks Ss to practice the sentences in pairs. – T goes around to provide help. – T asks some Ss to read the sentences. – T gives feedback.	
5' 10'	**GRAMMAR** **The third conditional** ***a. Presentation*** – T asks a student to go to the board and write down the form of the third conditional (as they have learnt this in the speaking lesson). – T calls on some Ss to tell the class about the meaning and use of the third conditional. If Ss forget, T can do a quick revision. ***b. Practice*** Exercise 1 and 2: – T asks Ss to do Exercise 1 and 2. – T goes around to provide help. – T asks Ss to compare their answers with another student. – T asks some Ss to go to the board to write their answers. – T asks Ss for self correction and peer correction. – T gives correct answers:	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	Exercise 1: 1. had known 2. had had 3. would have gone 4. would have passed 5. could have enjoyed 6. had known 7. had stopped 8. had killed Exercise 2: 1. If the driver in front hadn't stopped so suddenly, the accidents wouldn't have happened. 2. If I had known that Lam had to get up early, I would have woken him up. 3. If Hoa hadn't lent me the money, I wouldn't have been able to buy the car. 4. If Mary hadn't been wearing a seat belt, she would have been injured. 5. If you had had breakfast, you wouldn't be hungry now. 6. If I had had some money on me, I would have got a taxi.	
7'	Exercise 3: – T asks Ss to do exercise 3 in pairs. Ss have to use the information given to make conditional sentences type 3. – T asks them to compare answers with another pair. – T calls on some Ss to read out their answers. – T feedbacks and gives suggested answers: *1. If I had been working at the restaurant last night, I would have waited on your table.*	

Time	*Steps*	*Work arrangement*
8'	*2. If they had been paying attention, they would have seen the sign marking their exit from the highway.* *3. Carol would have answered the phone if she hadn't been studying.* *4. If the sun hadn't been shining, we wouldn't have gone to the beach yesterday.* *5. If the music hadn't been playing loudly at the restaurant, I would have heard everything Mr Lee said during dinner.* ***c. Production:*** Chain game – T writes a conditional type 3 sentence in a piece of paper. T introduces the game: T give the sentence to a student and the student has to read T's sentence out loud and write another third conditional sentence beginning with the independent clause of the T's sentence. For example, T can write "If John had gone to the party last night, he would have seen Laura". The student's sentence may be "If John had seen Laura last night, he would have liked her". Then this student will give the paper to another student. The game continues until a student cannot make up a sentence or produces a wrong sentence, then this student has to make another new sentence. The game continues like that.	
2'	**WRAPPING UP** – T summarises the main points. – T asks Ss to do the extra exercise as homework.	Whole class

Extra exercise

Write a conditional sentence type 3 for each of the following situations.

1. He crashed his car, because he fell asleep while driving.

   If…….

2. We couldn't go to the concert, because we didn't have enough money.
   If …….
3. I lost my job because I was late for work.
   I…….
4. The wind was so strong that the bridge collapsed.
   If…….
5. I couldn't call Lan because I didn't had her number.
   I…….

Answer:

1. If he hadn't fallen asleep while driving, he wouldn't have crashed his car.
2. If we had had enough money, we could have gone to the concert.
3. I wouldn't have lost my job if I hadn't been late for work.
4. If the wind hadn't been so strong, the bridge wouldn't have collapsed .
5. I could have called Lan if I had had her number.

UNIT 12
MUSIC

Period 1
READING

I. Objectives

By the end of the lesson, Ss will be able to:

- use vocabulary items related to music
- guess the meaning of words based on contexts
- scan for specific information about music

II. Materials

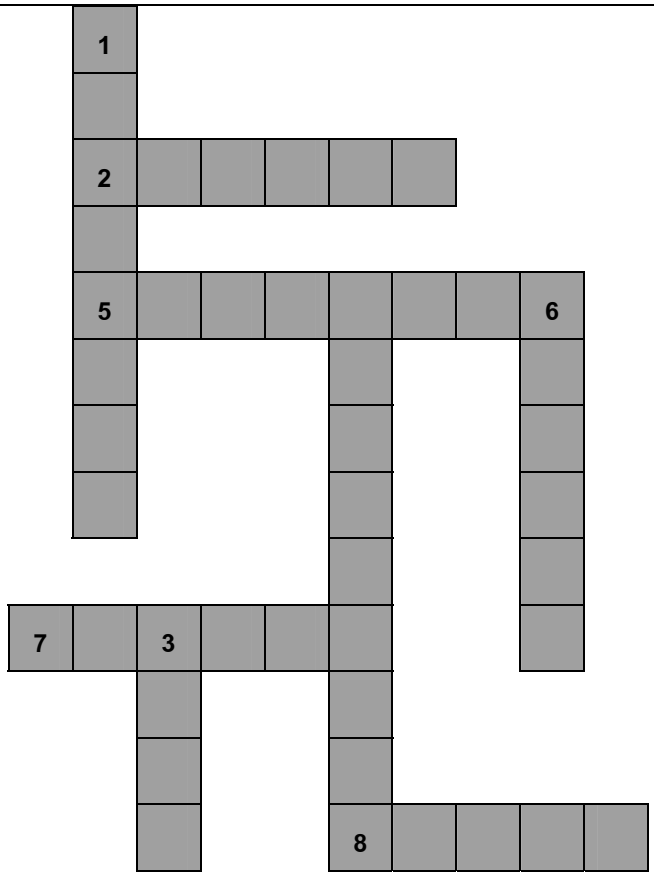
Textbook, handouts

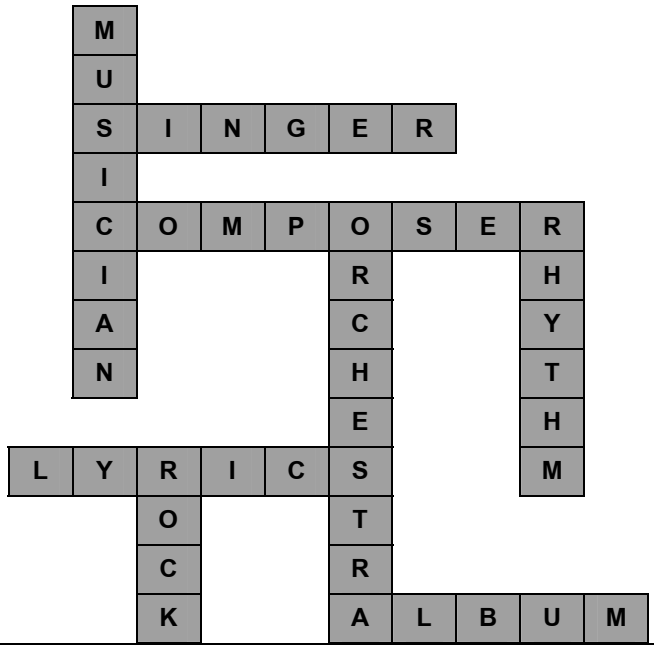
III. Anticipated problems

Ss may not know many vocabulary items related to music, so T should be ready to introduce some.

IV. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM-UP** **Music Crossword Puzzle** – T divides the class into small groups of 3-4 students. Then T distributes the following crossword puzzle handouts for Ss to do in their own groups. Which group finishes first and has all the correct answers will be the winner. – T introduces the topic “Music”.	Group work

Time	*Steps*	*Work arrangement*
	 ***Across:*** 2. a person who sings 5. a person who writes music 7. the words of a song 8. a collection of recordings issued as a single item. ***Down:*** 1. a person who plays a musical instrument 3. a style of music with strong and loud beats 4. a large group of musicians 6. the systematic arrangement of musical sounds	

Time	*Steps*	*Work arrangement*
	Answer:  	
10’	**BEFORE YOU READ** **Matching** – T asks Ss to read aloud the types of music in column A to make sure that they pronounce them correctly. – Ss give the Vietnamese equivalents of the types of music. – T asks Ss to work in pairs to match each type of music in column A with its description in column B. – T asks some Ss to give the answers. – T gives feedback and the correct answers: 1. b 2. e 3. d 4. a 5. c. – T encourages Ss to provide some more types of music for examples, hip- hop, country music, etc. – T can check Ss’ pronunciation of these types of music and explain these types if necessary.	Pair work & whole class

Time	*Steps*	*Work arrangement*
	+ *Country music: popular music, based on the traditional music of the rural South and the cowboy music of the West of the USA, whose songs express strong personal emotions.* + *Hip-hop: a style of popular music of US black and Hispanic origin, featuring rap with an electronic backing.* **Pre-teaching vocabulary** *Note*: T should only teach the words which do not appear in Task 1. – T elicits or teaches some vocabulary items: *1. Express (v): state thoughts or feelings in words, show meaning by gesture, behaviour…(biểu lộ, thể hiện)* *2. Convey (v): express sth (biểu lộ, thể hiện)* *3. Funeral (n): ceremony for someone who has died (đám ma)* *4. Solemn (adj):humorless, formal (trang trọng, trang nghiêm)* *5. Sense (n): physical faculty (giác quan)* – T may ask some Ss to make sentences with the above words to check their understanding.	
8’	**WHILE YOU READ** **Setting the scene** *You are going to read a passage about music. While you are reading, do the tasks in the textbook.* ***Task 1:* Gap filling based on word meaning guessing** **Instruction:** *Fill each blank with one of the words in the box. All of the words appear in the reading passage.* – T writes these words on the board: *Emotion, lull, communicate, delight, integral part, mournful, solemn*	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	– Then T instructs Ss to read the passage quickly and stop at the lines that contain these words to guess their meanings. – Ss guess the meaning of the words based on the contexts in the sentences. For example, to guess the meaning of *emotion* Ss can pay attention to such words as *feelings, anger, love, hate* ...in the following sentences. – T checks that Ss understand the words correctly. T can check Ss' understanding by asking them to provide the Vietnamese equivalents to the words. – Next, T instructs Ss to use some strategies to do task 1: + First, Ss should read through the sentences provided in the task to identify the part of speech of the word to fill in each blank. For example, in sentence 1 the word to fill in should be a verb, in sentence 4 a noun/noun phrase… + Read the first sentence carefully to understand the meaning roughly. Read the words/phrases in the box to choose the most suitable one to fill in the blank. + Continue with the rest of the sentences. – T asks Ss to work individually to do the task. – T goes around to help Ss when necessary. – T asks Ss to exchange their answers with other Ss. – T asks Ss for their answers and tells them to explain their choices. – T gives the correct answers: 1. communicate 5. solemn 2. lull 6. emotion 3. delights 7. mournful 4. integral part	

Time	*Steps*	*Work arrangement*
7’	***Task 2:*** **Answering questions** **Instruction:** *You are to read the passage again and answer the questions in the book.* – T instructs Ss to use some strategies to do the task: + First, skim the five questions to understand them. As Ss do this they: • underline the key words. For instance, in question 1 Ss can underline *what, two things, human, different, animals.* • decide what information they need to find in the text look for questions words like “why” which indicates Ss should read for specific thing like a reason. + Go back to the first question and locate the information for the question by finding the key words in the passage and mark the place. + Read the part carefully to find the answer. Ss can use their own words. + Continue with the rest of the questions. – Ask Ss to work individually to do the task. – Ask Ss to discuss their answers with their peers. – Call on some Ss to write their answers on the board and ask them to explain their choices. – Give the correct answers: 1. *Language and music* (line 2) 2. *It can express ideas, thoughts and feelings.* (lines 3-6) 3. *It adds joyfulness to the atmosphere of a festival and makes a funeral more solemn and mournful.* (lines 9-11) 4. *It makes people happy and excited. It delights the senses.* (line 13) 5. *It is a billion-dollar industry.* (line 14)	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
10’	**AFTER YOU READ** **Instruction**: *You are required to work in groups to discuss the questions in the textbook.* – T asks Ss to work in groups of 5 to discuss the two questions in the book. – T assigns the group leader for each group to make sure that every member contributes evenly to the discussion. – T goes around to help the groups when necessary. – When all groups have finished, T asks every two groups to share ideas with each other. – T calls on some groups to report their ideas to the class. – T gives feedback.	Group work & whole class
3’	**WRAPPING UP** – T summarises the main points. – T asks Ss to learn by heart all of the new words and do the extra exercise as homework.	Whole class

Extra exercise:

Read the passage in which Katsura Nakarato talks about what she enjoys doing. Decide whether the statements are True or False. Tick (✓) the appropriate box.

Playing the Piano is a Pleasure
Katsura Nakazato from Japan

Playing the piano is the most important thing in my life. Whenever I have free time, I enjoy playing it. I love the sound of this instrument. It relaxes and encourages me. I have been playing for twelve years.

In the beginning, I hated it because I couldn't play well, but now it's my biggest pleasure. I usually practice for three hours.

First, I do finger exercises for the piano. I play the basic tune with etude when I can move my finger flexibly. I try to play classical music.

I like Chopin and especially love "Fantasy Improvisation", but this music is difficult to play well, so I will have to continue practicing. I want to be able to perform skillfully one day.

I also like listening to someone else playing the piano. I have gone to many concerts and it is always exciting to see them get standing ovations when their performances are finished.

Statements	***True***	***False***
1. Katsura Nakarato enjoys playing the piano because its sound relaxes and encourages her.		
2. She liked playing the piano from the beginning.		
3. She usually spends three hours a day to practice.		
4. She can play "Fantasy Improvisation" well.		
5. She likes going to the concert to listening to other pianists.		

Answers:

1. T
2. F (In the beginning, she hated it because she couldn't play well)
3. T
4. F (She will have to continue practicing)
5. T

Period 2
SPEAKING

I. Objectives

By the end of the lesson, the Ss will be able to:

- ask and answer questions about music
- talk about favourite kinds of music

II. Materials

Textbook, picture/posters.

III. Anticipated problems

Ss may not have enough vocabulary to talk about the topic, so T should be ready to provide help.

IV. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM-UP** **Competition game- Matching** – T divides the class into groups of 4 or 5. – T gives each group a set of pictures of foreign singers and slips of paper containing their names. **1.** **2.**	Group work

Time	*Steps*	*Work arrangement*
	3. **4.** **5.** – Ss work in groups and quickly match the singers with their names. Which group finishes first and has all the correct answers will be the winner. – T then can ask Ss what they know about these singers and name some of their songs. ***Answers:*** 1. Nick Carter 2. Britney Spears 3. Christina Aguilera 4. Alicia Keys 5. Justin Timberlake	

Time	*Steps*	*Work arrangement*
8’	***Task 1:*** **Answering questions based on the reading text** **Instruction:** *You going to read what Ha Anh says about music. Work in pairs to answer the questions.* – T asks some Ss to read aloud the passage. – T elicits or teaches some words: *1. Keep sb happy: make sb happy (làm cho ai vui)* *2. Cheer sb up: make sb feel less sad (làm cho ai đỡ buồn/phấn chấn)* *3. Band (n): a group of musicians who play together (ban nhạc)* *4. Easy to listen to: dễ nghe* – T asks Ss to work in pairs to answer the 4 questions in the book. – T goes around to observe Ss working. – T asks some Ss to present their answers. – T gives feedback and gives correct answers: *1. She likes pop music.* *2. Because it keeps her happy.* *3. The Backstreet Boys* *4. She listens to music all the time.*	Whole class & pair work
12’	***Task 2:*** **Asking and answering about music taste** **Instruction:** *You are going to two of your classmates to get the information to complete the table.* – Before Ss do the task, T asks them to look at the first column of the table which includes 5 items they should ask their friends about. T asks Ss what questions they can ask if they want to know about their friend’s favourite kind of music, reasons for listening to music, favourite band/musician/singer, favourite song/piece of music and when their friend listens to music.	Whole class & group work

Time	*Steps*	*Work arrangement*
	– Here are some suggested questions: + What kind of music do you like? + Why do you like it? + Who is your favourite singer/ musician? + What is your favourite song/ piece of music? + When do you listen to music? – T can introduce some adjectives and expressions to talk about music and the importance of music: + make sb excited + make sb feel relaxed + help sb forget troubles and worries + relaxing (adj) + peaceful (adj)… – T tells Ss to form groups of 3. One of them will be a journalist who wants to interview high-school students about their music taste. The journalist has to ask the two students some questions and fill in the table for his/her later article. Ss can change their roles if time permits. – T reminds Ss that they should act out the conversation as it happens in reality. For examples, they should greet each other, say goodbye… T can model a part of the conversation with a good student. – T goes around observing, offering help and collecting any mistakes and errors for later correction.	
8’	***Task 3:*** **Reporting on the information** **Instruction:** *Now report what you have found out to the whole class.* – Before Ss report, T elicits the structures they can use: + Both A and B like…. + A likes … , and so does B.	Whole class

Time	*Steps*	*Work arrangement*
	+ A likes…., and B does, too. + A likes…., but B prefers… + prefer sth to sth – T calls on some Ss to report what they have found out about their partners. – T takes notes of Ss' mistakes for later correction.	
7'	**FEEDBACK AND CORRECTION** – T writes some typical mistakes and errors on the board for peer correction. – T provides correction when necessary.	Whole class
3'	**WRAPPING** – T summarizes the main points. – T asks Ss to do the extra activity as homework.	Whole class

Extra exercise:

Read the article and Decide whether these statements are True or False. Tick (✓) the appropriate box

Pop star Kylie returns to stage in Sydney

Pop star Kylie Minogue has made her long-awaited comeback. The star, famous for the song *I Should Be So Lucky,* took to the stage wearing feathers and sequins for her first concert since being treated for breast cancer. The singer launched the Australian leg of a world tour in Sydney on Saturday night. The tour was postponed after her diagnosis shocked the pop world in May 2005. The 38-year-old will put on 20 concerts in her native Australia to kick off her Showgirl tour. Fears are that the singing dynamo has not fully recovered from her near fatal illness. She has made several changes to the show to be able to cope with the exhausting demands of

performing, singing and dancing live. She made an emotional address to her fans, saying: "I'm thrilled to be back…I'm as prepared as I can be but I'm not sure that I'll be able to do everything that I did before."

Kylie said she was uncertain about how she would feel once she took to the stage. "I think about it often. I simply can't come up with the answer," she told Sydney's Daily Telegraph newspaper. The petite singer had surgery just days after she was diagnosed with breast cancer, and completed a course of chemotherapy in December. She received thousands of good luck messages from well-wishers across the globe. She instantly became a symbol of bravery and a role model for many women in similar positions who must battle against breast cancer. Kylie's iconic status is now greatly elevated in Australia, where many people believe she is the nation's greatest cultural export.

Statements	***True***	***False***
a. The 39 year old will put on 20 concerts in her native Australia.		
b. Kylie made several changes to the show to be able to cope.		
c. The concerts in Europe will play to a sell out audience.		
d. The concerts in Australia will play to a sell out audience.		
e. Kylie spoke to Sydney's Daily Star newspaper.		
f. Kylie's first hit single was "I will be so lucky".		
g. Many people believe Kylie is Australia's greatest cultural export.		
h. Kylie is a role model for many women with breast cancer.		

Answers

a. F b. T c. F d. T

e. F f. F g. T h. T

Period 3
LISTENING

I. Objectives

By the end of the lesson, the Ss will be able to:

– listen to get specific information

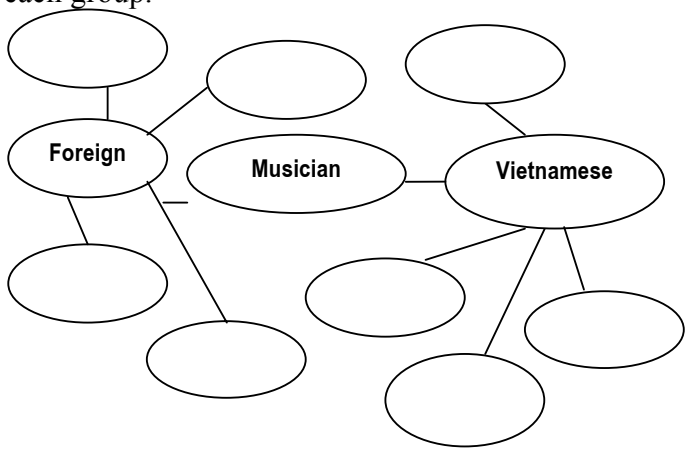
II. Materials

Textbook, cassette tape.

III. Anticipated problems

Ss may not know much about composer Van Cao, so T should be equipped with some necessary knowledge.

IV. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM-UP** **Competition game- Network** – T asks Ss to work in groups to complete a network with the word “musician” as quickly as possible. T can print this handout and distribute one copy to each group.  	Group work

Time	*Steps*	*Work arrangement*
	– The first group to produce the correct and complete network will be the winner. *Note:* The words to fill in the network are quite open. T and Ss should make sure that all the names are correctly written down.	
10’	**BEFORE YOU LISTEN** **Talking about Van Cao** – T asks Ss to look at the picture on page 127 and tell the class anything they know about Van Cao. – Then T reads the names of the songs on page 128 out loud. Whenever T speaks out a song name, Ss say whether it is a Van Cao’s song or not. If the song is not one by Van Cao, T can ask Ss if they know who wrote that song. ***Answer:*** *+ Van Cao’s songs: Suoi Mo (1), Tien Quan Ca (3), Truong Ca Song Lo (4), Lang Toi (5)* *+ Tinh Ca was written by Hoang Viet* *+ Ha Noi Mua Thu was written by Vu Thanh* **Vocabulary pre-teaching** – Before eliciting/pre-teaching some new words, T helps Ss to pronounce the words given in the book. T may read aloud first and ask Ss to repeat in chorus and individually. – T elicits/ teaches some of these words or those taken from the listening passage: 1. *Rousing (adj): filling people with passion, emotion and enthusiasm (làm phấn chấn)* 2. *Lyrical (adj): widely enthusiastic and emotional about sth (trữ tình)* 3. *Rural (adj): found in or living in the countryside (thuộc về nông thôn)*	Whole class

Time	*Steps*	*Work arrangement*
	– T asks Ss which of the adjectives provided can be used to describe Van Cao's music.	
8'	**WHILE YOU LISTEN** ***Task 1:* True/ False** **Instruction:** *You are going to listen to an interview in which Lan Huong, the interviewer, asks Quang Hung, a famous actor about Van Cao. Listen and deicde whether the statements are True or False. Put a tick (✓) in the appropriate box.* – Before Ss listen and do the task, T instructs them to use some strategies: + First, read through the statements to understand them and underline key words. For example, the key words in the first statement are: *guest of the show, Lan ...* + Listen to the tape and pay attention to the key words. + Decide whether the statements are true or false based on what they can hear. – T plays the tape once for Ss to do the task. – T asks for Ss' answers and writes them on the board. – T plays the tape the second time for Ss to check their answers. – T asks Ss to work in groups of 4 to compare their answers. – T checks Ss' answers by calling on some Ss to give and explain their answers. – If a lot of Ss have the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct answers: *1. F (The guest is Quang Hung)* *2. F (He likes some Vietnamese musicians)*	Individual work, group work & whole class

Time	*Steps*	*Work arrangement*
	3. T *4. F (It was written in 1944)* *5. F (He always feels proud of his country when he hears the song)*	
7’	***Task 2:*** **Answering questions** **Instruction:** *You are going to listen to the tape again to answer the questions.* – Before Ss listen and do the task, T asks Ss what the strategies to do the task are. If Ss forget, T may repeat the strategies: + First, read through the statements to understand them and underline key words. For example, the key words in the first statement are: *what, name, radio programme.* + Listen to the tape and pay attention to the key words. + Write down the answers. – T asks Ss whether they can do the task based on the previous times of listening. – If Ss can, T asks them to give the answers and write them on the board. – T plays the tape once for Ss to check their answers. – T asks Ss to work in pairs to compare their answers. – T checks Ss’ answers by calling on some Ss and asks them to explain their answers. – If a lot of Ss have the same wrong answer, play that point of the tape for Ss to check the answer again. – T gives the correct answers: *1. It’s “My Favourite Musician”.* *2. Tien Quan Ca* *3. It’s hard and solemn; it makes him feel great and proud of his country.*	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	Tapescript: ***Lan Huong****: Hello, I'm Lan Huong. Our programme is "My Favourite Musician". Now, our guest tonight is Quang Hung, the well-known actor. Welcome to the programme, Quang Hung.* ***Quang Hung:*** *Thanks, Lan Huong.* ***Lan Huong:*** *Now Quang Hung, can you tell us about the Vietnamese musician you like best, please?* ***Quang Hung:*** *Sure. Recently, there have been quite a few good musicians. Their songs are very popular and easy to listen to.* ***Lan Huong:*** *Do you like them?* ***Quang Hung:*** *Well, I do like some of them. But I think the best Vietnamese musician of all time is Van Cao. He's really my favourite musician.* ***Lan Huong:*** *Van Cao, the author of Tien Quan Ca? Well, can you tell us why you like him?* ***Quang Hung:*** *He's a great musician. Just listen to Tien Quan Ca. Whenever I hear it, I want to stand up and sing out as loud as possible. It's hard and solemn. And I always feel proud of my country when I hear it.* ***Lan Huong:*** *That's true. It's very rousing. Do you know when he wrote it?* ***Quang Hung:*** *In 1944.* ***Lan Huong:*** *Do you like any other songs by Van Cao?* ***Quang Hung:*** *Oh, yes, lots of them. Especially the songs about rural life in Vietnam. They are sweet and gentle and very lyrical.* ***Lan Huong:*** *Well, let me see if we can play one of the songs for you…*	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>10’</td><td>

AFTER YOU LISTEN

Find someone who…

– T draws the following table on the board and asks Ss to summarise Quang Hung’s ideas about Van Cao’s Music. T writes their ideas in the first column.

<table>
<tr><th>Quang Hung’s ideas</th><th>Person who agrees</th><th>Person who disagrees</th><th>Reason (s)</th></tr>
<tr><td>1. The best Vietnamese musician of all times is Van Cao.</td><td></td><td></td><td></td></tr>
<tr><td>2. Tien Quan Ca is hard and solemn.</td><td></td><td></td><td></td></tr>
<tr><td>3. His songs about rural life in Vietnam are sweet, gentle and very lyrical.</td><td></td><td></td><td></td></tr>
</table>

– T asks Ss to go around interviewing different Ss to complete the table. They should write the name of the student who agree or disagree with Quang Hung’s ideas in the second and third column correspondingly and the reason(s) in the last column.

– T gives Ss 5 minutes to interview. After that time, any students who finish filling the table will be the winners. Call on some of them to report the results to the whole class.

</td><td>Whole class & group work</td></tr>
<tr><td>3’</td><td>

WRAPPING UP

– T summarises the main points.

– T asks Ss to learn by heart all new words and do the extra exercise as homework.

</td><td>Whole class</td></tr>
</table>

Extra exercise:

Complete the article by filling each blank with a word from the box.

Paul McCartney's Space Station concert

channel	versions	canceled	musician	traditionally
listening	favor	album	space	song

Sir Paul McCartney has become the first (1)…… to sing live to an audience in space. The former Beatle woke up the crew of the International Space Station with special (2)…….. of two songs that were carefully chosen for the space concert. The first was the Beatles classic *Good Day Sunshine.* The second tune was a track titled *English Tea* from his new (3)…….. *Chaos and Creation in the Backyard*. NASA's own television (4)…… showed the songs and live images of the two-man space audience (5)…… to them. This is the first time live music has woken up astronauts. NASA (6)…….. uses recorded songs.

Sir Paul said he decided to sing *Good Day Sunshine* to repay a (7)……... NASA used it to wake the Space Shuttle Discovery crew earlier this year. The (8)…….. signaled to the crew that landing conditions on Earth were perfect for their second attempt at returning from space. The first landing was (9)……. because of bad weather. Before his performance, Sir Paul said: "I can't believe that we're actually transmitting to (10)……This is sensational. I love it." Astronaut Bill McArthur also seemed happy and told Sir Paul: "We consider you an explorer, just as we are."

Answers:

1. musician
2. versions
3. album
4. channel
5. listening
6. traditionally
7. favor
8. song
9. canceled
10. space

Period 4
WRITING

I. Objectives

By the end of the lesson, the Ss will be able to:

– write a profile based on prompts provided

II. Materials

Textbook, handout.

III. Anticipated problems

Students may not have sufficient vocabulary to write about the topic and be familiar with this text type, so T should be ready to assist them.

IV. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM-UP** **Competition game- Guessing** – T prints the following handout with simplified profiles of several Vietnamese and foreign singers and musicians. 1. Born on February 28, 1939 in Lạc Giao (a highland in the middle part of Vietnam) Grew up in Hue Wrote more than 990 songs including Ướt Mi, Diễm Xưa, Nối Vòng Tay Lớn, Nhớ Mùa Thu Hà Nội… Died on April 1, 2001 in Ho Chi Minh City 2. Born in 1967 in Hanoi Graduated from Hanoi Conservatory in 1993 Famous for such songs as Chiều Xuân, Thì Thầm Mùa Xuân, Cô Tấm Ngày Nay, Ban Mai Xanh, Mùa Thu Vàng…	Group work

Time	*Steps*	*Work arrangement*
	3. Born on August 19, 1975 in Hanoi Graduated from Hanoi Conservatory in 1997 Has received many honours including the first prize in Hanoi's Singing Competion, the Gold Medal in the National Competition in 1995, the Golden Voice of ASEAN in 1998 Famous albums: Vẫn Hát Lời Bình Yên, Tóc Ngắn I & II, Made In Vietnam, Chat Với Mozart… 4. Born on March 30, 1968 in Charlemagne, Quebec, Canada Won the Academy Award for Best Song, and the Grammy Award for Best Pop Performance by a Duo or Group with Vocal with the song "Beauty and the Beast" Married René Angélil in December 1994 Famous for songs both in French and English: "Tellement J'Ai d'Amour Pour Toi" ("I Have So Much Love For You", The Power Of Love, My Heart Will Go On… 5. Born at 6:30 p.m. on October 9, 1940 in Liverpool, England Married Yoko in Gibraltar March 20, 1969 The founder and leader of the Beatles Famous songs: Let It Be, Imagine, Yesterday… Shot dead on December 8, 1980 – T divides the class into 8 groups and gives each group a handout. – T asks Ss to read the profiles and find the name of each singer and musician as quickly as possible. – The winner will be the group with the quickest and correct answers.	

Time	*Steps*	*Work arrangement*
	Answer: 1. Trịnh Công Sơn 2. Ngọc Châu 3. Mỹ Linh 4. Celine Dion 5. John Lenon	
7’	**PREPARING SS TO WRITE** – T asks Ss to look at the handout again and read through the two tasks on page 129. T asks Ss what a profile is and what to be included in a profile. – T introduces some features of a profile: + A profile is a short biography of somebody (tiểu sử vắn tắt). + A profile usually includes: date and place of birth, family, major achievements, date of death (if the person died). – T reminds Ss to use tenses of verbs appropriate when writing profiles.	Whole class
10’	***Task 1:*** **Sentence completion** **Instruction:** *You are required to make up complete sentences about Scott Joplin, a famous American musician, using the prompts provided.* – Before Ss do the task, T asks them what tense of verbs they should use in this task. T reminds Ss that the simple past tense should be used here as the musician died. Also, Ss should supplement the past tense of “be”, prepositions, articles…where necessary. – T divides Ss into groups of six. Each group member will write a sentence. – T goes around to help.	Whole class & group work

Time	*Steps*	*Work arrangement*
	– Group members then share their sentence with one another to get comments and necessary correction. Next, they combine all the sentences into a profile. – T calls on 6 Ss to go to the board and each of them will write down a sentence. – T elicits self and peer correction and gives correction when Ss are not able to correct the errors. – T give suggested answers: *1. He learnt to play music when he was very young.* *Scott learnt to play the works of composers like Bach, Beethoven and Mozart as well as to compose music.* *2. He quickly became famous.* *3. His tunes were wonderful mixture of classical European and African beats which were known as Ragtime.* *4. All in all, he wrote 50 piano rags and was called the King of Ragtime.* *5. Scott died in 1917.*	
12’	***Task 2:*** **Profile writing** **Instruction:** *You are going to write a life story of Van Cao using the prompts provided.* – Before Ss do the task T asks them to read through prompts. T reminds Ss to use the right tense of verbs and supplement articles, prepositions, pronouns… when necessary. – T asks Ss to write the profile individually in 10 minutes.	Individual work
8’	**FEEDBACK ON SS’ WRITINGS** – T asks Ss to exchange their letter with another student for peer correction. – T goes around and collects mistakes and errors.	Pair work & whole class

Time	*Steps*	*Work arrangement*
	– T collects some writings for quick feedback. – T writes Ss' typical errors on the board and elicits self and peer correction. T provides correction only when Ss are not able to correct the errors. – Finally, T provides general comments on the profiles.	
2'	**WRAPPING UP** – T summarises the main points. – For homework, T asks Ss to write the paragraph again, taking into consideration their friends' and T's suggestions and corrections and do the extra exercise.	Whole class

Extra exercise:

Read the following passage about Alicia Keys, a popular American singer and songwriter. Complete the passage by filling each blank with the suitable form of the word provide at the end of the line.

Alicia Keys was born to an Irish-Italian mother, Terri Augello,	
and a (1)…….. father, Craig Cook, in the Harlem	JAMAICA
neighborhood of New York City. She was raised in poor	
home in the Hell's Kitchen (2)…… of New York City.	NEIGHBOUR
In 1985, Keys and a group of other girls won the parts of	
Rudy Huxtable's sleepover guests in an episode of	
The Cosby Show (the episode became the only time Keys	
was credited under her real name). She began playing piano	
when she was seven, learning classical music by (3)……	COMPOSE
such as Beethoven, Mozart, and her (4)…….. Chopin. She	FAVOR
wrote her first song "Butterflyz" at the age of fourteen; the	
song was later recorded for her debut album. Keys' mother	
and father separated during her early (5)…….., thus she was	CHILD

raised by her mother during her formative years; her mother was the one who most supported her during the time she was developing her (6)……. talents. MUSIC

Answers:

1. Jamaican	3. composers	5. childhood
2. neighborhood	4. favorite	6. musical

Period 5
LANGUAGE FOCUS

I. Objectives

By the end of the lesson, the Ss will be able to:

- distinguish the sounds /s/and /z/
- pronounce the words and sentences containing these sounds correctly
- use *to*+ infinitive to express purposes and make *Wh*-questions appropriately.

II. Materials

Textbook, pictures.

III. Anticipated problems

Ss may find it difficult to pronounce the two sounds, especially /z/ when it is the final sound so T should prepare a lot of practice.

IV. Procedure

Time	***Steps***	***Work arrangement***
15’	**PRONUNCIATION** **Pronouncing the two sounds separately:** – T models the two sounds twice or three times. – T pronounces the sounds and asks Ss to repeat.	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	– Ss practice pronouncing the sounds in chorus and individually. – T gives feedback. **Pronouncing words containing the sounds** – T reads the words in each column all at once – T reads the words once again, each time with a word in each column to help Ss distinguish the differences between the sounds in the words. – T reads the words and asks Ss to repeat them. – T asks Ss to practice pronouncing the words in pairs. – T goes around providing help. – T asks some Ss to pronounce the words. – T gives correction if necessary. **Reading the sentences with words containing the sounds** – T reads the sentences and asks Ss underline the words with the sounds and write /s/or /z/ under them. – T asks Ss to practice the sentences in pairs. – T goes around providing help. – T asks some Ss to read the sentences. – T gives feedback.	
13’	**GRAMMAR** **To + infinitive to express purposes** ***a. Presentation:*** – T writes some sentences on the board and underline the *to* + infinitive: + I get up early every morning <u>to cook</u> breakfast for my family.	Whole class, individual work & pair work

Time	*Steps*	*Work arrangement*
	+ Women should eat a lot of fruit <u>to stay</u> young and beautiful. + Mai phoned Lan yesterday <u>to invite</u> her to go to the cinema. – T asks Ss to comment on the use of *to* + infinitives in these examples. – T tells Ss that in these sentences *to* + infinitives are used to express purposes. – T asks some Ss to give some similar examples. ***b. Practice:*** *Exercise 1 and 2:* – T asks Ss to do Exercise 1 and 2. – Before Ss do the two exercises, T reminds them to provide a suitable verb for each of the sentences. – T asks Ss to do the exercises individually and then compare their answers with another student. – T calls on some Ss to read out their answers. – T gives correct answers: *Exercise 1:* *1. to tell her the good news* *2. to buy a cassette player* *3. to win the singing contest* *4. to sing French songs* *5. to set a good example for the class* *Exercise 2:* *1. to read* *2. to buy* *3. to post* *4. to invite* *5. to learn*	

Time	*Steps*	*Work arrangement*
	c. Production – T shows Ss some pictures and asks them to make sentences using to + infinitive to express purposes. For examples, Ss can have some sentences such as: + The girl is diving to watch a dolphin. + The girl goes swimming to keep fit. … 	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>15’</td><td>

Wh-questions
a. Presentation:
– T calls on some Ss to make up some wh-questions and writes them on the board.
– T elicits question words and how to make wh-questions from Ss.
– Based on Ss’ understanding of wh-questions, T may revise or teach this type of questions again.

Wh- Questions allow a speaker to find out more information about topics. They are as follows:
<table>
<tr><td>When?</td><td>Time</td></tr>
<tr><td>Where?</td><td>Place</td></tr>
<tr><td>Who?</td><td>Person</td></tr>
<tr><td>Why?</td><td>Reason</td></tr>
<tr><td>How?</td><td>Manner</td></tr>
<tr><td>What?</td><td>Object/Idea/Action</td></tr>
</table>
Other words can also be used to inquire about specific information:
</td><td></td></tr>
</table>

Time	Steps	Work arrangement

Which (one)?	Choice of alternatives
Whose?	Possession
Whom?	Person (objective formal)
How much?	Price, amount (non-count)
How many?	Quantity (count)
How long?	Duration
How often?	Frequency
How far?	Distance
What kind (of)?	Description

The "grammar" used with wh- questions depends on whether the topic being asked about is the "subject" or "predicate" of a sentence.

– For the *subject* pattern:

E.g.:

Someone has my baseball. Who has my baseball?

Something is bothering you. What is bothering you?

– For the *predicate* pattern, wh- question formation depends on whether there is an "auxiliary" verb in the original sentence.

+ There is an auxiliary verb:

E.g.:

He is doing his homework. ? is he doing
What is he doing?

+ There is ***no auxiliary*** and the verb is "be:

E.g.:

The meeting was at 8 a.m. ? was the meeting
When was the meeting?

+ There is ***no auxiliary*** and the verb is not "be”:

E.g.:

Time	Steps	Work arrangement
	He wants two kilos of beef. ? *does* he want What does he want? **b. Practice:** *Exercise 3:* – T asks Ss to do exercise 3 in pairs. Ss have to make questions for the underlined words/phrases in the sentences provided. – T asks them to compare answers with another pair. – T calls on some Ss to go to the board to write their answers. – T asks other Ss to feedback and gives correct answers: *1. What will you do if it rains?* *2. What sort of music does your father enjoy listening to?* *3. When did he leave for Ho Chi Minh city?* *4. Who wants to talk to you?* *5. How did you spend the evening last night?* *6. When does the film start?* *7. Who is your favourite musician?* *8. Why do you like pop music?* **c. Production:** Picture description – T asks Ss to work in pairs. T tells Ss the rules of the game: T gives student A a picture of a classroom and student B has to ask student A questions about the classroom. T gets across to Ss that they can use different types of questions. For example: + *Are there a lot of pupils in the classroom?* + *How many children are there?* + *What are they doing?* **…**	

Time	*Steps*	*Work arrangement*
2’	**WRAPPING UP** – T summarises the main points. – T asks Ss to do the extra exercise as homework.	Whole class

Extra exercise:

Change the statements to questions using the question word in parenthesis. Check the verb tense.

1. She felt better after she took a nap. (how)
2. That is an English book. (what)
3. My sister called her boyfriend yesterday (when)
4. She talked to him for an hour. (how long)
5. He studies piano at the university. (what)
6. The party lasted all night. (how long)
7. The check was for $5.50. (how much)
8. She was eating a sandwich. (what)
9. My parents have two cars. (how many)
10. They are coming to visit tomorrow. (when)

Answers:

1. How did she feel?
2. What kind of book is that?/ What is that?/ What is that book?
3. When did your sister call her boyfriend?
4. How long did she talk to him?
5. What does he study at the university?
6. How long did the party last?
7. How much was the check for?
8. What was she eating?
9. How many cars do your parents have?
10. When are they coming to visit?

UNIT 13
FILMS AND CINEMA

Period 1
READING

1. Objectives

By the end of the lesson students will be able to:

- Develop such reading micro-skills as skimming for main ideas, summarising main ideas, scanning for specific ideas, and guessing meaning in context.
- Use the grammatical structure "*It was not until ...that…*" and cinema vocabulary such as *silent films, screen, character* and so on in order to read and talk about the topic.

2. Materials

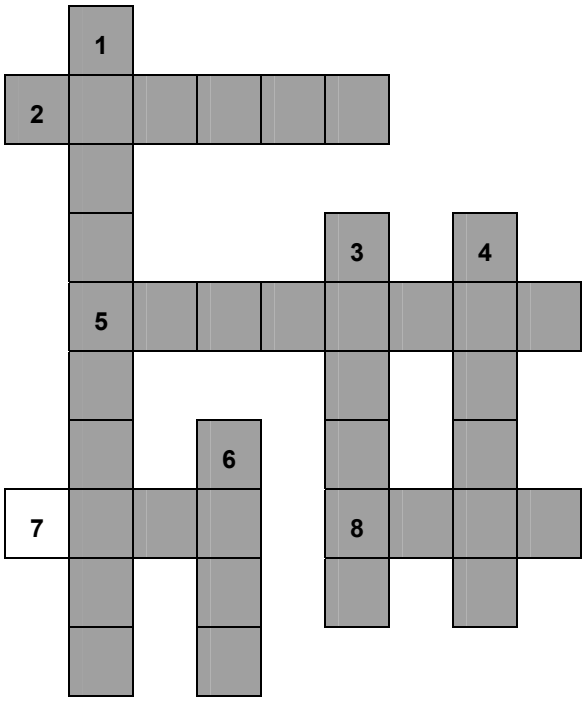
Textbook, handouts.

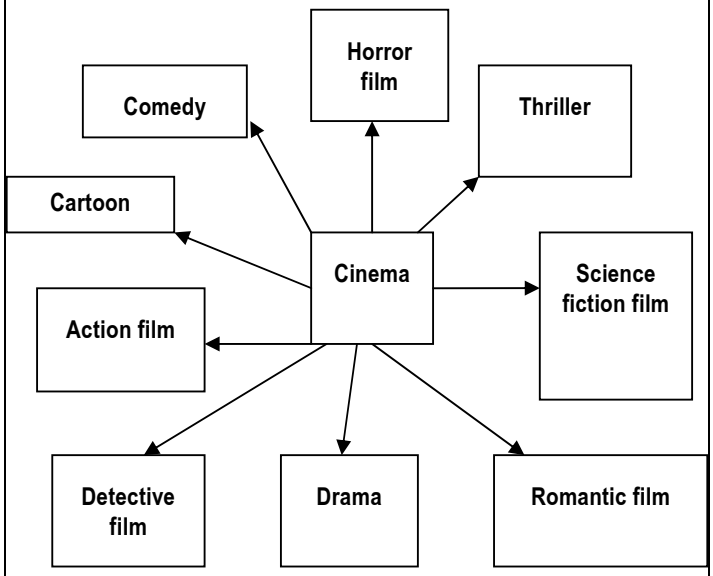
3. Anticipated problems

Students may not have sufficient vocabulary to talk about the topic. They may also find the structure "*It was not until ... that…*" difficult to understand and use.

4. Procedure

Time	*Steps*	*Work arrangement*
5'	**WARM UP** **Cinema Crossword Puzzle** – T divides the class into small groups of 3-4 students. Then T distributes the following crossword puzzle handouts for Ss to do in their own groups. Which group finishes first and has all the correct answers will be the winner.	Group work

Time	*Steps*	*Work arrangement*
	– T introduces the topic “Films and cinema”. *Across:* 2. A film that makes you laugh is a …. 5. The person who makes a film. 7. All the people who act in a film. 8. The story of a film. *Down:* 1. The music of a film. 3. The word of a film. 4. A film that frightens you is a …. film. 6. The most important actor in a film.  	

Time	*Steps*	*Work arrangement*
	Answer: S C O M E D Y U N S H D I R E C T O R T R R R S I R C A S T P L O T C A T R K R	
7’	**BEFORE YOU READ** – T draws this network on the board and elicits cinema vocabulary from Ss, for example:  	Pair work and whole class

Time	*Steps*	*Work arrangement*
	– T makes sure Ss understand the meaning of these words and teaches their pronunciation, if necessary. – T then guides Ss to discuss the following questions in pairs: *1. Do you want to see a film at the cinema or on TV? Why?* *2. Can you name some of the films you have seen.* *3. What kind of films do you like to see? Why*? – T goes around to offer help Pre-teach vocabulary: *Note:* T should not teach those words that will appear in Task 1. Motion (n): the act of moving, or changing place or position (chuyển động) Set st in motion: Move st Still (a): silent Audience (n): Viewers Spread (v): to extend over a place Replace (v): thay thế Pre-teach new structure: + Form: *It was not until* TIME *that* CLAUSE + Meaning: This structure means the same as *not ... before.* It refers to the commencement point of an action or event in the past. E.g.: It was not until last year that we began this program = We did not begin this program before last year = We began this program last year. + Use: This structure is used to emphasize the commencement point of an action or event. – T should get Ss to make sentences with this new structure and makes sure they understand and can use it correctly.	

Time	*Steps*	*Work arrangement*
7’	**WHILE YOU READ** Set the scene: You are going to read about the history of cinema. ***Task 1:*** **Instruction:** You are going to read the passage siltently and then do Task 1. – T gets Ss to read the passage individually. – After checking that Ss have finished reading the passage, T instruct Ss to use some strategies to do task 1: + First, Ss should read through the definitions provided in the task to identify the part of speech of the word to match each definition. For example, in sentences 1, 2, 3 and 4 the word to fill in should be a noun, and in sentence 5 it should be an adverb. + Then, Ss should go back to the passage and find the suitable words to fill the table. – T goes around helping Ss when necessary. – Then T asks Ss to check their answers in pairs. – T calls Ss to present and explain their answers. – Finally, T provides the correct answers. ***Answer:*** *1. Cinema 2. Sequence 3. Decade* *4. Rapidly 5. Scene 6. Character*	Individual work, pair work and whole class
7’	***Task 2:*** **Instruction:** You are to read the passage again and answer the questions in the book. – T instructs Ss to use some strategies to do the task: + First, ask Ss to read through the six questions to understand them and to underline the key words.	

Time	*Steps*	*Work arrangement*
	For instance, in question 1 Ss can underline *history of cinema* and *begin,* in question 2 they can underline *discover* ... + Then Ss should locate the information for each question by finding the key words in the passage and mark the place. – T asks Ss to work individually to answer the questions. – Then T asks Ss to discuss their answers with their peers. – T calls on some Ss to present and explain their answers. – Finally, T feedbacks and gives the correct answers: *1. In the early 19th century* (line 1) *2. At that time the scientists discovered that when a sequence of still pictures was set in motion, they could give the feeling of movement.* (lines 2-3) *3. No they didn't* (line 5, lines 13-15: the early films were no more than moving photographs and it was not until the end of 1920 that sound was introduced) *4. In the early 1910s* (line 9) *5. At the end of the 1920s* (line 14) *6. The musical cinema* (line17) ***Task 3:*** **Instruction:** Read the passage one more time and find the most suitable title for it. – T instructs Ss to use some strategies for this kind of task: + First, Ss read the options A, B, and C and find out the differences between them. For example, option A suggests that the passage is about a film-	
5'		

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>maker, option B suggests that the passage is about the brief history of cinema …
+ Then, they go back to the passage, and read the first and the last sentence to decide the main idea
– T gives Ss some minutes to do the task and checks with the whole class.
Answer: B (the passage briefly presents the development of the cinema from the old silent films to musicals)</td><td></td></tr>
<tr><td>10’</td><td>AFTER YOU READ
Instruction: You are going to work in groups and talk about the history of cinema, using these dates: 19th century, 1905, 1910s, 1915, 1920s
– T gets Ss to work in groups of 3 or 4 and take notes of the main events described in the passage, based on the cues given in the textbook. For example:
<table><tr><th>19th century</th><th>History of cinema began</th></tr><tr><td>1905</td><td>Films were about 5-10 minutes long (longer than early films which lasted only one minute)</td></tr><tr><td>1910s</td><td>The first long films were made</td></tr><tr><td>1915</td><td>Films became even longer and better. Cinemas were first built</td></tr><tr><td>1920s</td><td>Sound was introduced and old silent films were replaced by the spoken ones</td></tr></table>– Then, Ss take turn to talk about the history of cinema based on their notes.
– T goes around offering help.
– Finally, T calls on some Ss to speak and gives</td><td>Group work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	them feedback.	
3’	**WRAPPING** – T summarizes the main points. – For homework, T asks Ss to write a summary of the passage using their notes taken for the After You read task.	Whole class

Extra activity

Match the titles of these films with their Vietnamese translations:

1. Gone with the wind	A. Hồn ma
2. The thorn birds	B. Nhật ký tiểu thư Jones
3. Love Actually	C. Xác ướp trở lại
4. Lion King	D. Cuốn theo chiều gió
5. Hero	E. Tiếng chim hót trong bụi mận gai
6. Bridget Jones’ Diary	F. Yêu thật sự
7. Mummy returns	G. Anh hùng
8. Ghost	H. Vua Sư tử
9. Pearl Habour	I. Vẻ đẹp Mỹ
10. American beauty	J. Trân châu Cảng

Answer:

1. D	3. F	5. G	7. C	9. J
2. E	4. H	6. B	8. A	10. I

Period 2
SPEAKING

1. Objectives

By the end of the lesson students will be able to:

– Ask and answer questions about the plot of a film based on prompts
– Tell what kinds of film they like and dislike
– Express their opinions about a film, using attitudinal adjectives

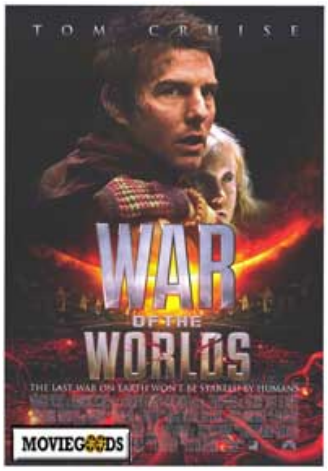
2. Materials

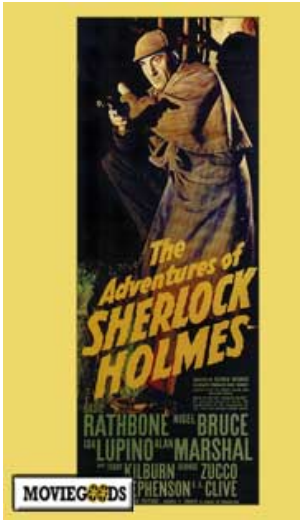
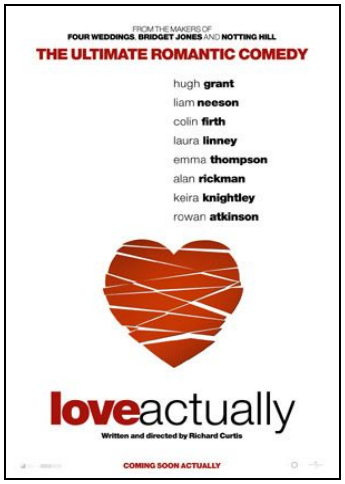
Textbook, handouts, some film posters

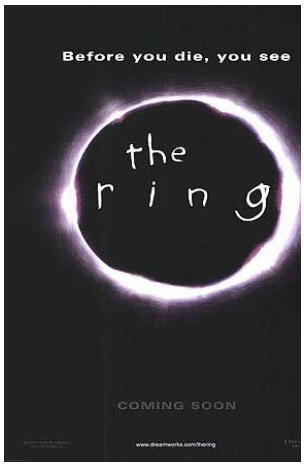
3. Anticipated problems

Students might not have sufficient vocabulary to talk about the topic. They might also have difficulty with the structure *Sb find st/sb + Adj* and confuse between adjectives ending in *–ing* and *–ed* .

4. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM UP** **Film categorization** – T divides the class into small groups of 3 and 4. – T sticks the following film posters on the blackboard or the walls (alternatively, T can print these posters and distribute them to Ss): 	Group work and whole class

Time	*Steps*	*Work arrangement*
	Kill Billư  **The Adventures of Sherlock Holmes** **Pearl Habour** **Shrek**  **Love Actually**	

Time	*Steps*	*Work arrangement*
	 **The Ring** **Lord of the Rings** – T then sticks the following table on the blackboard (alternatively, T can print it out and give the copies to the groups) and asks Ss to match the films with the correct types:	

Type	*Film*
Science fiction film	
Cartoon	
Horror film	
Detective film	
Thriller	
Romantic comedy	
War film	
Action film	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>– T calls on some representatives to report the results of their group work and gives correct answers.
Answer:
<table>
<tr><th>Type</th><th>Film</th></tr>
<tr><td>Science fiction film</td><td>War of the worlds</td></tr>
<tr><td>Cartoon</td><td>Shrek</td></tr>
<tr><td>Horror film</td><td>The ring</td></tr>
<tr><td>Detective film</td><td>The adventures of Sherlock Holmes</td></tr>
<tr><td>Thriller</td><td>Kill Bill</td></tr>
<tr><td>Romantic comedy</td><td>Love actually</td></tr>
<tr><td>War film</td><td>Pearl Habour</td></tr>
<tr><td>Action film</td><td>Lord of the Rings</td></tr>
</table>
– T can also asks Ss if they have seen these films and if they know the Vietnamese translations of the titles. Then T introduces the topic of the lesson.
Note:
– T gets across to Ss that some types of films need the word “film” but some don’t. For example, we say “thriller”, “comedy”, “cartoon” but “action film”, “horror film” etc.</td><td></td></tr>
<tr><td>7’</td><td>Task 1:
– T asks Ss to study the table on p.134 and tick the boxes that suit their preferences for a particular type of films.
– Then T asks Ss to move around the classroom and find as many friends that have the same preferences as them as possible. (If the class is large, T may want to ask Ss to interview those friends sitting behind and in front of them only). Ss have to take notes of who and how many friends like or dislike the same types of films as them.</td><td>Individual work and mingling activity</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>10’</td><td>– T then calls on some Ss to report their likes and dislikes and the number of friends who have the same tastes as them.

Task 2:

Pre-teach vocabulary and grammar:

– T gets Ss to brainstorm all the adjectives that can be used to describe films, e.g. interesting, exciting, fascinating, amusing, boring, horrifying ...

Note: Ss may confuse these adjectives with their –ed counterparts, so T should be ready to explain the differences (e.g. I’m interested in action films vs. Action films are interesting).

– Then T asks Ss to look at the adjectives in the right hand column to see if they do not know any of the words. T explains the meaning of new words if any.

– T introduces the structure Sb find st/ sb + Adj, which can be used to express one’s opinion about something or someone. E.g.: I find horror films fascinating. Then T gets Ss to make sentences with the structure. T needs to make sure that Ss get it right.

– T elicits the expressions of agreement and disagreement:

<table>
<tr><th>Agreement</th><th>Disagreement</th></tr>
<tr><td>I agree
Yes, exactly
Right!
Sure!</td><td>I don’t think so
Yes but ...
Do you think so?
You can’t be serious!
You must be kidding!</td></tr>
</table>

Note: T may want to get across to Ss that direct expressions like “I don’t agree” or “I disagree” are unacceptable in English because they’re too assertive.</td><td>Whole class and group work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T calls on three Ss to read the model conversation in the textbook. T corrects Ss' intonation and pronunciation if necessary. – Then T divides the class into small groups of 3 and instructs Ss to find out what the other members of their group feel about the given types of films. Ss should base themselves on the model conversation. – T goes around offering help. – Finally, T calls on some Ss to report their findings. While they speak, T takes note of their errors if any and corrects them after that.	
8'	***Task 3:*** **Pre-teach grammar:** – T introduces the structure "*Prefer st to st",* which can be used to talk about one's preferences. E.g.: *I prefer romantic films to action films.* Then T gets Ss to make sentences with the structure. T needs to check that Ss can use the structure correctly. – T calls on two Ss to read the model conversation in the textbook. T corrects Ss' intonation and pronunciation if necessary. – Then T instructs Ss to work in pairs and find out about their partner's preference for a particular type of films, basing them on the model conversation. – T goes around offering help. – Finally, T calls on some Ss to report their findings. While they speak, T takes note of their errors if any and corrects them after that.	Pair work
10'	***Task 4:*** – T instructs Ss to work in pairs and ask and answer questions about a film that they have seen, using the suggestions given in the textbook. T asks Ss to take notes of their friend's story.	Pair work

Time	*Steps*	*Work arrangement*
	– T goes around offering help. – Finally, T calls on some Ss to report their friend's story. While Ss speak, T takes note of their errors if any and corrects them after that.	
3'	**WRAP UP** – T summarises the main points of the lesson. – T asks Ss to makes sentences with the new words and structures at home.	

Extra activity

Read this article and do the tasks that follow.

The 50 must-see children's films

The British Film Institute (BFI) has released a list of 50 movies that they say all under-14-year-old children must see. More than 70 movie critics gave their top ten children's movies from around the world. The result is a wide variety of famous Hollywood movies, such as *ET* and *Toy Story*, as well as less famous movies, like *Where is the Friend's House*, an Iranian movie released in 1987. The number one film is Hayao Miyazaki's 2001 movie *Spirited Away*. Five of the top ten movies were not in English.

The BFI wants to encourage parents and schools to treat film as a serious school subject, the same as literature and art. The BFI website highlights the fact that films are a part of children's heritage. The top-50 list was created to promote the movies that children should see rather than those they shouldn't see. The website also notes some weak points of the list. The majority of the films are from English-speaking countries and most of the movies have boys as the central character.

1. TRUE / FALSE: Decide if these sentences are true (T) or false (F):

a. A children's Internet site has listed 50 of the best kids' movies. T / F

b. More than 70 film critics helped make the list. T / F

c. All of the movies are Hollywood most famous movies. T / F

d. All of the movies are in English. T / F

e. It is suggested that movies should be a school subject. T / F

f. Movies are a part of children's heritage. T / F
g. There is also a list of movies children shouldn't see. T / F
h. Girls are the central characters in most of the movies. T / F

2. SYNONYM MATCH: Match the following synonyms from the article:

a.	released	emphasize
b.	critics	background
c.	wide	promote
d.	highlight	instead of
e.	number one	broad
f.	encourage	top
g.	treat	published
h.	heritage	regard
i.	rather than	main
j.	central	reviewers

3. WRITING LETTER: Write a letter to the head of the British Film Institute. Tell him / her what movies you think are missing from the top-50 list. Why you think they should be included? Read your letter to your classmates in your next lesson.

Answer:

TRUE / FALSE:

a. F b. T c. F d. F e. T f. T g. F h. F

SYNONYM MATCH:

a.	released	published
b.	critics	reviewers
c.	wide	broad
d.	highlight	emphasize
e.	number one	top
f.	encourage	promote
g.	treat	regard
h.	heritage	background
i.	rather than	instead of
j.	central	main

Period 3
LISTENING

1. Objectives

By the end of the lesson students will be able to:

– Develop such listening micro-skills as listening for specific information, taking notes while listening, and summarising main ideas.

2. Materials

Textbook, cassette tapes

3. Anticipated problems

Students may not be familiar with the note-taking task, so T should be ready to provide some note-taking tips.

4. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM UP** **A Quiz about Titanic** – T asks Ss of they have seen the film “Titanic” and then announces the Quiz game and the rule. E.g: “I’m going to divide the class into 2 big groups. Then I’m going to read out some questions about the film Titanic. You need to give your responses as quickly as possible. For each question, if your answer is quicker and correct, you get one point for your group. Then we will add up the points for each group. Which one has more points will be the winner”. – T divides the class into 2 big groups: A and B – T reads out the questions and leads the game. 1. What is the name of the main female character in “Titanic”?	Whole class

Time	*Steps*	*Work arrangement*
	2. Who played the main female character? 3. What is the name of the main male character? 4. Who played the main male character? 5. What is the theme song for "Titanic"? 6. Who sang this song in the movie? 7. In what year did "Titanic" come to the theatres? 8. How many awards did it have? – T gets Ss to add up the points for each group and announces the winner. ***Answer:*** 1. Rose 2. Kate Winslet 3. Jack 4. Leonardo DiCarprio 5. "My heart will go on" 6. Celine Dion 7. 1997 8. 11 awards	
7'	**BEFORE YOU LISTEN** – T asks Ss to look at the table on p.136 and goes over the points together with the whole class by asking questions such as "How often do you go to the cinema?", "How often do you watch TV?", "How about listening to the radio?" etc. and calling on some Ss to answer. Other Ss listen to T's questions and tick the boxes that best reflect their answers. – T then sets the scene: "You are going to listen to two friends, Lan and Huong, talking about their plans for next week." – T then asks Ss to look at the picture in Task 1 and predict the content of the conversation. T should	Whole class

Time	*Steps*	*Work arrangement*
	elicit by asking questions like "What can you see in the picture?" "What do you think they may want to do?", "What film may they want to see?" etc. – T then introduces the new words that will appear in the listening passage: Titanic cinema instead suppose guess picnic – T elicits the meanings of these words from Ss and correct if necessary. – T then plays the tape, asking Ss to listen to how the words are pronounced and repeat after the tape.	
5' 10'	**WHILE YOU LISTEN** ***Task 1:*** – T tells Ss that they are going to listen to the tape and verify their prediction. – T plays the tape once for Ss to listen. – T calls on a S to answer the question in the textbook. T should ask the S to explain his/ her answer. – T gives the correct answer. ***Answer:*** They're planning to go to see the "Titanic". ***Task 2:*** – T asks if Ss remember what Lan and Huong talk about their plans from the previous listening. T writes the answers on the board and check with the whole class if they are correct. Assure Ss that they are going to listen again. – T introduces the task: "Listen and write Lan and Huong's plans for next week on the calendar" – Before playing the tape, T asks Ss to look through the calendar. T should get across to Ss that while listening, they need to write down the girls' plans in note forms, not in full sentences. Then T plays the tape once.	Individual work and whole class Whole class, individual work, and pair work

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>3’</td><td>– T asks Ss to check their answers with a partner
– T calls on some Ss to present their answers. (If many Ss are not able to complete the task, T should play the tape again and pause at difficult points.)
– T provides correct answers.
– Finally, T may want to let Ss listen again and write down the useful expressions such as “Can you go with me …”, “Can we go on Thursday instead?”, “What about Monday?” etc.

Answer:

<table>
<tr><th></th><th>Lan</th><th>Huong</th></tr>
<tr><td>Mon</td><td>See a play</td><td></td></tr>
<tr><td>Tue</td><td></td><td></td></tr>
<tr><td>Wed</td><td></td><td>Work and go to the singing club</td></tr>
<tr><td>Thu</td><td>Visit grandparents</td><td></td></tr>
<tr><td>Fri</td><td></td><td>Study Chinese</td></tr>
<tr><td>Sat</td><td>Work (busy)</td><td></td></tr>
<tr><td>Sun</td><td></td><td>Go on a picnic</td></tr>
</table>

Task 3:
– T asks the whole class what day Lan and Huong can meet. T should call Ss to explain their answers.

Answer: Tuesday (because they are both free on Tuesday)</td><td></td></tr>
<tr><td>10’</td><td>AFTER YOU LISTEN

Summary:
– T asks Ss to work in pairs and take turn to summarise the conversation between the two girls, basing themselves on the notes they have taken for Task 2.</td><td>Pair work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T goes around offering help. – T calls on some Ss to tell the class again about Lan and Huong's plans. While Ss are speaking, T takes notes of their errors and corrects after that. – Role play: – T may want to ask Ss to work in pairs and role play the conversation again, using the language they have written down when doing Task 2. – T goes around to offer help. – T calls on some pairs to perform in front of the class and gives feedback.	
3'	**WRAPPING UP** – T summarises the main points. – For homework, T might want to ask Ss to write up the summary of the listening passage.	

Extra activity:

Complete the text with the words in the box.

actors	actresses	artists	musicians	politicians	sports	stars	century
famous	include	sculptor	see	six	tourist	visit	wing

Madame Tussauds is a ……..(1)…….. wax museum in London, England. It also has branches in New York City, Amsterdam, Hong Kong, Las Vegas, and Copenhagen. It was set up in the nineteenth ……..(2)……. by Marie Tussaud who was a wax …….. (3)……. In this museum there are realistic and life-like wax figures. It takes over …….(4)…… months to make each of Madame Tussaud's wax portraits. Madame Tussaud's wax museum is now a major ……(5)…… attraction in London. The London Planetarium is in its west ……(6)……. Currently, over 2.5 million people a year ……(7)…… Madame Tussaud's. Today wax figures of the Tussauds ……(8)…… historical and royal figures, film stars, sports heroes and famous murderers. "The good, the bad

and the ugly are all here, from Princess Diana and Nelson Mandela to Saddam Hussein".

These are some of the wax figures you can ……(9)……. when visiting Madame Tussauds.

…….(10)…….: Tom Cruise, Hugh Grant, Robin Williams, Brad Pitt, Pierce Brosnan.

…….(11)…….: Sarah Michelle Gellar, Jennifer Lopez, Julia Roberts, Penelope Cruz.

…….(12)……..: The Beatles, Kyle Minogue.

…….(13)……..: President Bush, Bill Clinton, King Juan Carlos.

…….(14)……..: Vincent Van Gogh, Pablo Picasso.

……..(15)…….: Mohammed Ali, David Beckham.

Answer:

1.famous	2. century	3. sculptor	4. six	5. tourist	6. wing
7. visit	8. include	9. see	10. actors	11. actresses	12. musicians
13. politicians	14. artists	15. sport stars			

Period 4
WRITING

1. Objectives

By the end of the lesson students will be able to:

- Write a descriptive paragraph about a film they have seen, based on prompts.

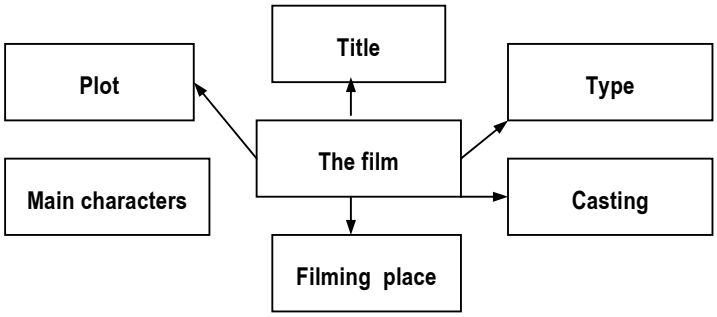
2. Materials

Textbook, pictures, handouts (slips of paper)

3. Anticipated problems

Students may not have sufficient vocabulary to write about the topic, so T should be ready to assist them.

4. Procedure

Time	*Steps*	*Work arrangement*
7’	**WARM UP** **A matching exercise** – T gives Ss a number of pictures of the characters in Shrek (see below) and slips of paper containing their names. T asks Ss to work in groups of 3 or 4 and quickly match the characters and their names. – T checks with the whole class and provides the correct answers. Then T asks if Ss have seen this film, what it is about, what type of film it is, and whether they like the film. Then T asks if they are to describe this film, what they should tell people about the film (to facilitate Ss T should ask leading questions like “Should we tell them about the filming place?” etc). To sum up Ss’ ideas, T may want to use this network:  ***Answer:*** **1. Shrek** 	Group work and whole class

Time	*Steps*	*Work arrangement*
	2. Princess Fiona **3. Pussy** **4. Dragon** 	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>5. Donkey
</td><td></td></tr>
<tr><td>10’</td><td>PREPARING SS TO WRITE
Task 1: Working with the model
– T introduces the task and draws this table of summary on the board:
<table>
<tr><td>Title?</td><td></td></tr>
<tr><td>Type?</td><td></td></tr>
<tr><td>Plot?</td><td></td></tr>
<tr><td>Filming place?</td><td></td></tr>
<tr><td>Based on?</td><td></td></tr>
<tr><td>Main characters?</td><td></td></tr>
</table>
– T asks Ss read the text about the film “Titanic” individually for 5 minutes and then find a partner to answer the questions and complete the table of summary together, for example:</td><td>Individual work, pair work, and whole class</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
<table>
<tr><th>Title?</th><th>Titanic</th></tr>
<tr><td>Type?</td><td>Love story film</td></tr>
<tr><td>Plot?</td><td>A tragic story of love and the sinking of a luxury ship in the Atlantic Ocean, causing more than 1,000 people to die, including the main male character</td></tr>
<tr><td>Filming place?</td><td>America</td></tr>
<tr><td>Based on?</td><td>The true story of the Titanic disaster in 1912</td></tr>
<tr><td>Main characters?</td><td>– Jack: young and generous adventure, who died in the disaster
– Rose: was saved by Jack, with whom she fell in love later</td></tr>
</table>
– T goes around to help Ss to complete the task
– T checks the answers with the whole class.
– T might want to remind Ss of the structure of a paragraph (including a topic sentence to introduce the main idea and supporting sentences to present details. For example, in the text about the “Titanic”, the first sentence is the topic sentence, which is supported and expanded by the remaining sentences).
</td><td></td></tr>
<tr><td>20’</td><td>
WRITING
Task 2
– T introduces the task. Then T asks Ss to spend 5 minutes gathering and organizing ideas for their paragraph, using the table above.
– Then T instructs Ss to write their paragraph for 10 minutes.
– T asks Ss to exchange their paragraphs with a partner and in pairs check for each other. T goes around helping and collecting typical errors.
</td><td>Individual work and pair work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
5’	**FEEDBACK ON SS’ WRITING** – T writes Ss’ typical errors on the board and elicits self and peer correction. T provides correction only when Ss aren’t able to correct the errors. – Then T gives general comments on the paragraphs.	Whole class
3’	**WRAPPING UP** – T summarises the main points. – For homework, T asks Ss to write the paragraph again, taking into consideration their friends’ and T’s suggestions and corrections.	

Extra activity

Information Gap

Student A: Work in pairs. You are working at the IMAX cinema. Your partner is looking for information on the ticket prices and discounts. Study the following information and be ready to answer his/ her questions.

IMAX at Queen St

	All Day
Adult	$20.00
Child	$12.50

For all sessions: No complimentaries, no movie money or discount vouchers/cards apply.

* Children under 3 years free when accompanied by an adult. The child must be placed on the lap of the adult for the duration of the film.

* Children are persons aged between 3 and 15 years

Student B: Work in pairs. Your family is planning to go to the cinema to see a new film this Sunday. You ring the IMAX cinema to ask for information about ticket prices and discounts. Your partner is going to answer the phone. Ask him/ her about:

– The ticket price for adults.

– If they offer a ticket discount for young children (your brother is 12 years old and your sister is 3 years old).

– If you can use your movie discount card at this cinema.

Period 5
LANGUAGE FOCUS

1. Objectives

By the end of the lesson students will be able to:

- Distinguish the sounds /f/ and /v/
- Pronounce the words and sentences containing these sounds correctly
- Use attitudinal adjectives to describe films or to express their opinion about particular films
- Use structure "*It was not until ... that ...*" and articles "a/an/the" appropriately

2. Materials

Textbook

3. Anticipated problems

Students may have difficulty using definite and indefinite articles correctly.

4. Procedure

Time	*Steps*	*Work arrangement*
7’	**PRONUNCIATION** **Distinguishing sounds** – T models the two sounds /f/ and /v/ for a few times and shows the articulation of these sounds (i.e. when producing these sounds Ss’ upper teeth need to touch their lower lips. When producing /v/ Ss can feel the vibration if they place their fingers on the voice box but when producing /f/ they cannot feel this). – T plays the tape (or reads) once for Ss to hear the words containing these two sounds. Then T plays the tape (or reads) again and this time asks Ss to repeat after the tape (or T). – T asks Ss to read the words out loud in chorus for a few more times. Then T calls on some Ss to read the words out loud. T listens and corrects if Ss pronounce the target words incorrectly. If many Ss do not pronounce the words correctly, T may want to get them to repeat after the tape (or himself) again in chorus and then individually. **Practising sentences containing the target sounds** – T asks Ss to work in pairs and take turn to read aloud the given sentences (p. 139, Practise these sentences). – T goes around to listen and takes notes of the typical errors – T calls on some Ss to read the sentences again and provides corrective feedback.	Whole class, individual work and pair work
7’	**VOCABULARY** ***Exercise 1:* A competition game** – T introduces the exercise: Ss are to write the adjectival forms of the verbs given.	Group work and whole class

Time	*Steps*	*Work arrangement*

1. fascinate …….	6. bore …….
2. excite …….	7. surprise …….
3. terrify ……..	8. amuse …….
4. irritate …….	9. embarrass …….
5. horrify ……..	10. frustrate …….

Example: interest → interesting

– T asks Ss to read the verb list quickly.

– Then T divides the class into two big groups and the board into two big parts accordingly. T reads out any verb in the list and the members of each group will need to take turn to go to the board and write the corresponding adjectival form. T keeps reading until there are no more verbs in the list.

– T leads Ss to count how many correct adjectives each group gets. The group with more correct answers will be the winner.

– T explains difficult cases, e.g. "fascinate", "excite", "bore", etc. When adding –ing to the verb roots, Ss need to omit "e".

– T may also want to tell Ss that there are two possible adjectival forms for a verb, the –ing form and the –ed form. T explains the difference between the two forms:

+ the –ing form has an active meaning. E.g. if something is interesting, it interests you

+ the –ed form has a passive meaning. E.g. because something is interesting, you are interested in it.

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>8’</td><td>– T should check that Ss understand the meaning of these forms correctly. T asks Ss to give examples.
Answer:
<table>
<tr><td>1. fascinate → fascinating</td><td>6. bore → boring</td></tr>
<tr><td>2. excite → exciting</td><td>7. surprise → surprising</td></tr>
<tr><td>3. terrify → terrifying</td><td>8. amuse → amusing</td></tr>
<tr><td>4. irritate → irritating</td><td>9. embarrass → embarrassing</td></tr>
<tr><td>5. horrify → horrifying</td><td>10. frustrate → frustrating</td></tr>
</table>
Exercise 2:
– T introduces the exercise and asks Ss to do read all the sentences through. T explains new words if any.
– T gets Ss to do the exercise individually and goes around checking that they work.
– T calls on 5 Ss to go to the board and write the answers.
– T checks with the whole class and provides corrective feedback.
Answer:
1. a. depressing 2. a. interested 3. a. boring
b. depressed b. interesting b. bored
4. a. excited 5. a. exhausting
b. exciting b. exhausted</td><td>Individual work and whole class</td></tr>
<tr><td>10’</td><td>GRAMMAR
Exercise 3:
a. Presentation:
– T elicits from Ss the form, meaning, and use of the structure “It was not until … that …” (see Period 1)
– T gets Ss to translate some English sentences into</td><td>Whole class, individual work and pair work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	Vietnamese and/ or vice versa to check that they understand and use the structure correctly. E.g.: – It was not until last year that this school was built (Đến tận năm ngoái người ta mới xây ngôi trường này) – It was not until this May that she found a job (Đến tận tháng Năm năm nay cô ấy mới xin được việc) – It was not until the early 1990s that America lifted its economic sanction on Vietnam (Đến tận đầu những năm 90 Mỹ mới bãi bỏ lệnh trừng phạt kinh tế đối với Việt Nam) – It was not until I was 15 that I learned how to ride a bicycle (Đến tận năm tôi 15 tuổi tôi mới bắt đầu học đi xe đạp) ***b. Practice:*** – T gets Ss to do exercise 3 individually and then find a partner to check their answers with. – T calls on some Ss to read out their answers. T provides corrective feedback. ***Answer:*** 1. It was not until 1990 that she became a teacher 2. It was not until he was 30 that he knew how to swim 3. It was not until 1980 that they began to learn English 4. It was not until his father came home that the boy did his homework 5. It was not until the lights were on that the football match started **c. Production:** A matching game – T divides the class into 2 big groups and introduces the game: the members of the two groups will take turn to say the first halves of the sentences containing	

Time	*Steps*	*Work arrangement*
	the target structure for the members of the other group to complete. E.g. if a member of the first group says something like "It was not until I saw her", a member of the second group has to say something like "that I realised I forgot to bring her the novel". If the second half of the sentence is correct and well matches the first half, the second group can take the floor and say another first half. If not, the first group still holds the floor.	
10'	*Exercise 4:* a. Presentation: – T elicits from Ss the form, meaning, and use of the indefinite article "a/an" and definite article "the". 1. A/an Form: ✓ a + singular countable noun beginning with a consonant (e.g. a dog, a bag, etc.) ✓ An + singular countable noun beginning with a vowel (e.g. an umbrella, an orange, an ice cream etc.) ✓ We do not use a/ an together with another determiner (e.g. my, this, etc.) *Note:* we use "an" before a vowel even if it is written as a consonant: an hour (vs. a house), an M.P (vs. a mouse). We use "a" before a consonant even if it is written as a vowel: a university (vs. an umbrella), a one-pound note (vs. an orange). Meaning: one Use: Indefinite articles are used to refer to "one of a class", e.g. a man, a dog, a book, etc. 2. The Form: ✓ The + singular countable noun ✓ The + plural countable noun	Whole class, individual work and pair work Whole class, individual work and pair work

Time	*Steps*	*Work arrangement*
	✓ The + uncountable noun ✓ We do not use "the" together with another determiner (e.g. my, this, etc.) Note: We pronounce "the" as /đi:/ before a vowel. Meaning: a particular something Use: Definite articles are used to refer to the things or people we have already mentioned or when it is clear from the situation which people or things we mean. E.g.: She's got a boy and a girl. The boy is 5 years old and the girl is 3 years old. b. Practice: – T gets Ss to do exercise 4 individually and then find a partner to check their answers with. – T checks with the whole class and checks that Ss know why a particular type of article is used in a specific case. ***Answer:*** 1. a 4. an 7. the 10. a 13. the 16. a 2. the 5. a 8. the 11. a 14. an 17. the 3. the 6. a 9. the 12. the 15. a 18. a c. Production: A guessing game – T introduces the game: Ss have to ask T questions about his/ her living room, e.g. what are there in the room, what is where, etc. T gets across to Ss that they can only ask Yes-No questions, e.g. "Is there a TV in your living room?", "Is the TV in the middle of the room?" etc. T answers only when Ss use the correct article.	
3'	**WRAPPING UP** – T summarises the main points. – For homework, Ss review the attitudinal adjectives, the structure "It was not until … that …" and the articles.	

Extra activity

Fill in the blank with a/an or the

1. Taiwan was called “Isla Formosa” by …. Dutch.
2. …….. first presidential election was March 23, 1997.
3. Taiwan has ……. strong economy.
4. Taipei is …….. capital of Taiwan.
5. Taiwan is …… island.
6. ……. large mountain range runs down the centre of Taiwan.
7. Taiwan is …… industrialised country.
8. …… language of Taiwain is Chinese.
9. Chinese New Year is ……. important holiday in Taiwan.
10. Taiwan has ……. population of 22 million people.

Answer:

1. the	3. a	5. an	7. an	9. an
2. the	4. the	6. a	8. the	10. a

UNIT 14
THE WORLD CUP

Period 1
READING

1. Objectives

By the end of this lesson, Ss will be able to:

- Develop such reading micro-skills as scanning for specific information, intensive reading for details, and guessing meaning in context
- Use some football vocabulary such as *elimination game, finalist, champion,* etc. to read and talk about the topic

2. Materials

Textbook, handouts

3. Anticipated problem

Students may not have sufficient vocabulary to talk about the topic, so T should be ready to assist them.

4. Procedures

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>5'</td><td>

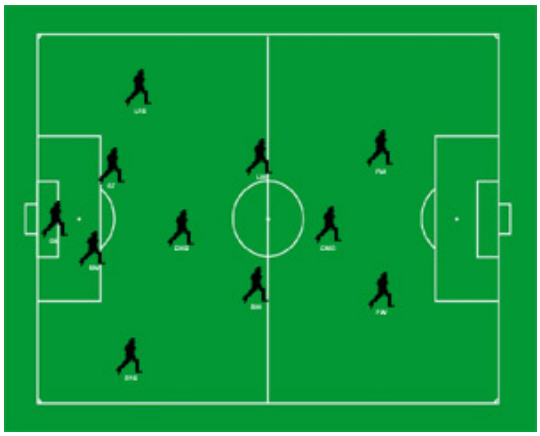
WARM UP

An all-star football team

– T draws this table on the board:

<table>
<tr><th>Name</th><th>Position</th></tr>
<tr><td></td><td>Captain</td></tr>
<tr><td></td><td>Goalkeeper</td></tr>
<tr><td></td><td>Defender</td></tr>
<tr><td></td><td>Midfielder</td></tr>
<tr><td></td><td>Forwards</td></tr>
</table>

</td><td>Group work and whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– Then T asks Ss to guess the meaning of the words in column 2. Teach them how to guess, for example, "goalkeeper" is formed with two words "goal" and "keeper". It refers to the footballer who keeps the goal, etc. T checks Ss' understanding by getting them to translate these words into Vietnamese. T may also want to tell Ss that another word for "captain" is "skipper", another word for "goalkeeper" is "goalie" and other words for "forward" are "striker" and "attacker". T might also want to provide Ss with some other expressions such as "central midfielder", "right midfielder", "left midfielder", "sweeper/ libero", "winger", etc. – Now T divides the class in small groups of 3 or 4 and introduces the games: Supposed that Ss need to build an all-star team to play in a friendship match with a national team of a certain country, say Vietnam. Now they need to work together to propose a list of the world's football stars who can fit in the positions described in the table above. When a group finish, they can clap their hands to let T know. The winner will be the group to finish first. *Note:* T might want to provide Ss with the map so that they can visualise the positions more easily. 	

Time	*Steps*	*Work arrangement*
	– T goes around to check that Ss speak English while working together. T calls on the winning group to present their proposal and asks the whole class if they share the same idea. Suggested explanation of new words: – Captain: the player who leads and directs the other players on the field (đội trưởng) – Goalkeeper: the player in front of the goal who tries to stop the other team scoring (thủ môn) – Defender: the player who tries to stop the other team scoring (hậu vệ) – Midfielder: the player who plays mainly in the middle part of the pitch (tiền vệ) – Forward: the player whose duty is to score goals (tiền đạo)	
7'	**BEFORE YOU READ** – T asks Ss to look at the photo at the bottom of page 142 and name the team in the photo and if possible, each player and his position in the team. – T asks Ss to work in pairs to find the answers to the questions on page 142. T might want to explain the word "runner-up" (the team which wins the second place) – T checks with the whole class. Then T might also want to ask similar questions about World Cup 2006. ***Answer:*** 1. South Korea and Japan 2. Brazil 3. Germany – T introduces the topic of the lesson and asks Ss what they know about the World Cup. T may ask such questions as "How often is the World Cup held?",	Whole class and pair work

Time	*Steps*	*Work arrangement*
	"What is the name of the world's organization that takes care of football?", "How many teams play in the World Cup?" etc. *Note:* FIFA stands for Federation Internationale de Football Association in French language. – Then T may pre-teach some selected vocabulary: *Note:* T should not teach the words which are included in Task 1 The governing body for football: the organization that is responsible for football, i.e. FIFA Championship: state of being a champion (chức vô địch) *Witness (v): to see* *Witness (n): the person who sees an event or something happen (nhân chứng)* *Elimination game: (another word for it is "qualifying game"): the game within a region that decides which team can go to the World Cup (trận đấu loại)* *Continent: e.g.: Asia, Europe, Africa, etc.* *Finalist: the team who goes to the final match* *Honoured title: Danh hiệu cao quý* – T gets Ss to make sentences with some high frequency words such as "championship", "finalist", and "continent"	
6'	**WHILE YOU READ** **Setting the scene:** You are going to read about the World Cup. ***Task 1:*** – T writes these words on the board: *jointly, the globe, tournament, host nation, trophy* – Then T instructs Ss to read the passage quickly and stop at the lines that contain these words to guess their	Individual, pair work and whole class

Time	*Steps*	*Work arrangement*
	meanings. Ss should guess the meanings of the words based on the contexts in which the words occur and the components of the words. – Then T asks Ss to check their answers with a partner and then calls on some Ss to give and explain their answers. – T feedbacks – T might also want to get Ss to make sentences with each of the new words to check that they can use the words correctly. ***Answer:*** 1. b 2. c 3. a 4. e 5. d	
7'	***Task 2:*** – T introduces the task: Ss are going to scan the text for information to complete the blanks. – T instructs Ss some strategies to do the task: + First, Ss read through the five questions to work out what information they are to look for and underline the key words. For example, in the first question Ss need to find out how many teams played in the first World Cup and the key words may be "the first World Cup". + Then Ss go back to the passage and scan it until they see the first instance of the key words. Ss should read around the key words. If they can't find the answer in the first instance, then they should keep on reading until they can find it in the second or the third instance and so on. For example, the first instance of "the first World Cup" could be found in line 5 but as there is no information about the number of teams in this line, Ss should keep on reading until they see the second instance of these words in line 7, where they can find the answer.	

Time	*Steps*	*Work arrangement*
7'	– T gets Ss to do this task individually and goes around to check and offer help if necessary. – T asks Ss to check the answers with a friend. Then T calls on some Ss to give and explain their answers. ***Answer:*** 1. 13 (line 8) 2. 32 (line 13) 3. Argentina (line 10) 4. one (line 6) 5. 26 (lines 6-9: Ss need to infer from the fact that FIFA was set up in 1904 and in 1930 the first World Cup was held, so between 1930 and 1904there were 26 years) ***Task 3:*** – T introduces the task: Ss are to scan the text to decide whether the given statements are true or false. – T asks Ss to repeat the process they've gone through when doing Task 2, i.e. they skim the questions, underline the key words and then go back to the passage to scan for the key words and read around them until they find the answers. For example, the key words in question 1 would be "first", "Uruguay" and "1994" and Ss can find these words in lines 6-9. "The host nation" means the nation which hosts the event, but the first World Cup was held in 1930 so this statement is false. – T asks Ss to do the task individually and then check their answers with a friend. – T calls on some Ss to give and explain their answers. T gives corrective feedback. ***Answer:*** 1. F (the first World Cup was held in 1930 – line 8) 2. F (the World Cup is held every 4 years – lines 1-2)	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>3. T (line 7)
4. T (lines 16-17)
5. F (Brazil has won, not played the WC 5 times – line 17)</td><td></td></tr>
<tr><td>10'</td><td>AFTER YOU READ
– T introduces the task. Then T writes these figures on the board: 1904, 13, 1930, 17, 32, 2002.
– T asks Ss to go back to the text and find out the events related to these figures. Ss might want to summarise their notes in a table as follows:
<table>
<tr><td>1904</td><td>FIFA was set up, first meeting</td></tr>
<tr><td>13</td><td>Number of teams playing in the first WC</td></tr>
<tr><td>1930</td><td>The first WC was held</td></tr>
<tr><td>17</td><td>17 WC tournaments up to 2002</td></tr>
<tr><td>32</td><td>Number of teams playing in the WC in the modern time</td></tr>
<tr><td>2002</td><td>First time WC was played in Asia and hosted by two nations</td></tr>
</table>
– Then T gets Ss to work in small groups of 3 or 4 and take turn to talk about the history of the World Cup, basing themselves on their notes.
– T goes around to check, help and take note of Ss' typical errors
– T calls on some Ss to talk and gives feedback.</td><td></td></tr>
<tr><td>3'</td><td>WRAP UP
– Summarise the main point.
– For homework, Ss need to write a summary of the passage.</td><td></td></tr>
</table>

Extra activity

Find these words in the word square. Who is the quickest to finish?

ball	free kick	referee
cleats	goal	second half
coach	goalie	soccer
corner kick	header	striker
defense	midfielder	team
field	penalty kick	throw in
first half	red card	yellow card

G	C	W	F	U	R	E	F	E	R	E	E	T	E	A	M
E	O	U	M	X	W	V	F	R	U	X	F	Z	V	Y	K
R	A	K	Q	I	H	D	E	X	F	H	K	Z	R	C	A
F	C	R	S	Y	D	K	G	L	N	C	F	H	I	V	I
R	H	V	R	J	I	F	A	S	I	W	O	K	M	A	R
E	X	T	J	R	P	H	I	K	A	Y	Y	A	S	U	I
E	E	P	T	K	D	L	R	E	N	T	F	I	E	L	D
K	D	S	N	N	L	E	J	I	L	S	O	C	C	E	R
I	T	T	O	A	N	W	W	A	Y	D	Z	H	Q	A	B
C	K	C	B	R	Z	O	N	P	E	L	E	H	M	F	F
K	E	X	O	V	R	E	Q	G	L	K	W	R	V	E	J
S	L	C	J	H	P	R	J	G	L	T	D	G	G	X	A
I	O	P	T	Q	Y	Z	E	R	O	C	P	C	M	W	R
O	F	P	G	O	A	L	R	D	W	A	L	Z	B	K	S
H	E	A	D	E	R	J	M	U	C	F	L	E	J	M	M
F	I	R	S	T	H	A	L	F	A	A	L	I	A	O	E
F	J	B	A	Q	X	M	E	P	R	R	R	I	E	T	Z
N	D	E	F	E	N	S	E	T	D	S	Z	D	Q	V	S

Period 2
SPEAKING

1. Objectives

By the end of this lesson, Ss will be able to:

– Use some football vocabulary to ask and answer about the World Cup and to talk about the World Cup winners

2. Materials

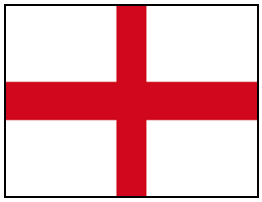
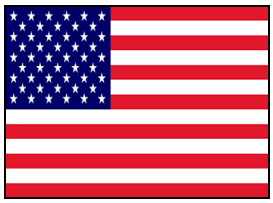
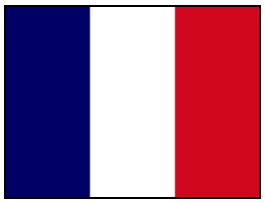
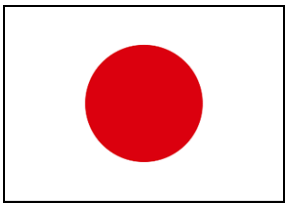
Textbook, handouts, posters

3. Anticipated problem

Students may not have sufficient vocabulary to talk about the topic, so T should be ready to assist them.

4. Procedures

Time	*Steps*	*Work arrangement*
7'	**WARM UP** **A matching game** – T prepares four posters of the English, French, Italian, and German national football teams and sticks them to the board. T also prepares a few flags (Note: the number of flags should be bigger than the number of teams). – T divides the class into small groups of 3 and 4 and introduces the games: Ss are to match these four national football teams with their flags. – T distributes the different flags and tells Ss they have 4 minutes to decide which flag to match with each of the teams in the posters. When time is up, T calls on the groups to send their representatives to the board. – T calls out the teams in any order and the representative Ss should run to the board and stick the	Group work and whole class

Time	*Steps*	*Work arrangement*
	flag under the correct team. Which group has quicker and more correct answers will win the game. **Spain:** **England:**  **USA:**  **France:**  **German:** **Japan:**  **Italy:** **Brazil:**	

Time	*Steps*	*Work arrangement*
	English National Football Team: **French National Football Team:** **Italian National Football Team:** 	

Time	*Steps*	*Work arrangement*
	German National Football Team: 	
	– T introduces the topic of the lesson: Today we are going to practise asking and answering questions about the World Cup and talking about the World Cup winners. ***Task 1:* A World Cup 2006 quiz** – For this task T needs to prepare a few questions about the four football teams (English, French, Italian, and German) and write each question on a different card. E.g.: Q1. How many times has Italy won the trophy up to World Cup 2006? Q2. Who was the captain of the French national football team in World Cup 2006? Q3. What was the score of the World Cup 2006 final? Q4. What place did Germany hold in World Cup 2006? Q5. Who was the head coach of the German team in World Cup 2006? Q6. What nationality was the top scorer in World Cup 2006? Q7. Who was the captain of the English national football team in World Cup 2006? Q8. Who beat England in the World Cup 2006 quarter final?	Group work and whole class

Time	*Steps*	*Work arrangement*
	– Before starting the quiz T asks Ss to name the team in the photos on page 145 (photo 1: the English team; photo 2: the French team; photo 3: the Italian team; photo 4: the German team). – Then T divides the class into small groups of 3 or 4 and introduces the quiz: in their own groups Ss are going to take turn to answer the quiz. T might want to pre-teach Ss some vocabulary, e.g.: *draw (v, n): e.g. a score of 1-1* *lose the match to sb* *defeat sb: beat sb* *penalty shootout* *quarter final* *semi final* *final* – T distributes the cards to the different groups and asks them to place the cards face down on the desks. Then in their own groups Ss take turn to pick any card and answer the question written in it. If a question is answered correctly, it should be put aside. If not, it can be picked up again and answered by another S. – T goes around to check that Ss work and speak English. Then T checks the answers with the whole class. – Finally, T calls on some Ss to talk about the teams, using the information they gain via the quiz. ***Answer*** 1. 4 times 2. Zinedine Zidane 3. 5-3 in favour of Italy (that was a penalty shootout after extra time finished in a 1-1 draw) 4. Third (they beat Portugal 3-1) 5. Jurgen Klinsmann	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
6. German (Miroslav Klose is German and he scored 5 goals in World Cup 2006, becoming the top scorer of the tournament)
7. David Beckham
8. Portugal (by 3-1)
Suggested talk:
1. The captain of the English national football team in WC 2006 was David Beckham. England did not go beyond the quarter final because they lost to Portugal 1-3 on penalty kicks
2. France was the runner-up in World Cup 2006. They lost to Italy 3-5 in a penalty shootout after a draw of 1-1 in the extra time. The captain of the French team was Zidane.
3. Italy became the champion of World Cup 2006 after beating France in a penalty shootout. This was their fourth trophy in the history of World Cup.
Task 2: A jigsaw activity
– For this task, T needs to prepare 4 sets of cards (see below). Each set has two different cards. The first card (Card A) will contain the full information about 4 different World Cup tournaments and the second card (Card B) will contain only the years of these events. Make sure the 4 sets cover different tournaments. E.g.:
Set 1:
Card 1A:
<table>
<tr><td>Time</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>Year</td><td>1934</td><td>1938</td><td>1950</td><td>1954</td></tr>
<tr><td>Host country</td><td>Italy</td><td>France</td><td>Brazil</td><td>Switzeland</td></tr>
<tr><td>Winner</td><td>Italy</td><td>Italy</td><td>Uruguay</td><td>West Germany</td></tr>
<tr><td>Score</td><td>2-1</td><td>4-2</td><td>2-1</td><td>3-2</td></tr>
<tr><td>Runner-up</td><td>Czechos-lovakia</td><td>Hungary</td><td>Brazil</td><td>Hungary</td></tr>
</table>
</td><td>Group work and whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	Card 1B: <table><tr><td>Time</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Year</td><td>1934</td><td>1938</td><td>1950</td><td>1954</td></tr><tr><td>Host country</td><td></td><td></td><td></td><td></td></tr><tr><td>Winner</td><td></td><td></td><td></td><td></td></tr><tr><td>Score</td><td></td><td></td><td></td><td></td></tr><tr><td>Runner-up</td><td></td><td></td><td></td><td></td></tr></table> Set 2: Card 2A: <table><tr><td>Time</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>Year</td><td>1958</td><td>1962</td><td>1966</td><td>1970</td></tr><tr><td>Host country</td><td>Sweden</td><td>Chile</td><td>England</td><td>Mexico</td></tr><tr><td>Winner</td><td>Brazil</td><td>Brazil</td><td>England</td><td>Brazil</td></tr><tr><td>Score</td><td>5-2</td><td>3-1</td><td>4-2</td><td>4-1</td></tr><tr><td>Runner-up</td><td>Sweden</td><td>Czech</td><td>West Germany</td><td>Italy</td></tr></table> Card 2B: <table><tr><td>Time</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>Year</td><td>1934</td><td>1938</td><td>1950</td><td>1954</td></tr><tr><td>Host country</td><td></td><td></td><td></td><td></td></tr><tr><td>Winner</td><td></td><td></td><td></td><td></td></tr><tr><td>Score</td><td></td><td></td><td></td><td></td></tr><tr><td>Runner-up</td><td></td><td></td><td></td><td></td></tr></table>	

Time	*Steps*	*Work arrangement*
	Set 3: Card 3A:	

Time	10	11	12	13
Year	1974	1978	1982	1986
Host country	West Germany	Argentina	Spain	Mexico
Winner	West Germany	Argentina	Italy	Argentina
Score	4-1	3-1	3-1	3-2
Runner-up	Netherlands	Netherlands	West Germany	West Germany

Card 3B:

Time	10	11	12	13
Year	1974	1978	1982	1986
Host country				
Winner				
Score				
Runner-up				

Set 4:

Card 4A:

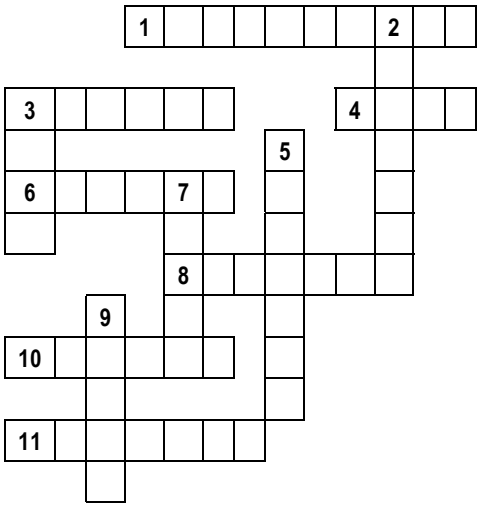
Time	14	15	16	17
Year	1990	1994	1998	2002
Host country	Italy	The USA	France	South Korea & Japan
Winner	West Germany	Brazil	France	Brazil
Score	1-0	3-2	3-0	2-0
Runner-up	Argentina	Italy	Brazil	Germany

Time	*Steps*	*Work arrangement*
	Card 4B: Time | 14 | 15 | 16 | 17 Year | 1990 | 1994 | 1998 | 2002 Host country | | | | Winner | | | | Score | | | | Runner-up | | | | – T makes sufficient copies of the cards for use in his/her class before the lesson. – T introduces the task: Now you are going to work in group and ask and answer about the different World Cup tournaments. – T gets Ss to read the model conversation on page 145 and writes the model questions on the board. T might want to provide some alternative expressions. E.g.: Where was the 1st World Cup held? | What country hosted the 1st World Cup? Which teams played in the final match | Which teams were the finalists? / Which teams went to final? Which team became the champion? | Which team won the trophy? / Which team won the World Cup? – T might want to remind Ss that past tense is used in this dialogue because it is about past events. – Now T divides the class into small groups of 4. Then T distributes each student in a group a Card A from one set and three Cards B from other sets. Make sure the four members of a group holds four different	

Time	*Steps*	*Work arrangement*
	Cards A. E.g. T gives S1 Card 1A (plus Cards 2B, 3B, and 4B); S2 Card 2A (plus Cards 1B, 3B, and 4B); S3 Card 3A (plus Cards 1B, 2B, and 4B); and S4 Card 4A (plus Cards 1B, 2B, and 3B). – T gets across to Ss that each member in a group now has a different piece of information and they have to share this information with the whole group. So those who hold any Card B will have to ask questions so that those who hold the corresponding Card A will answer. Ss need to fill their Cards B with these answers. Ss might want to base themselves on the model conversation in the textbook. – T goes around checking and offering help. – Finally, T calls on some groups to perform in front of the class. While Ss speak, T takes notes of their errors if any and feedbacks after that. ***Task 3:*** – T introduces the task: Ss are going to take turn to talk about World Cup winners in different years. – T gets Ss to read the model in the textbook. – Now Ss work in their former groups and take turn to talk about the World Cup winner in a certain year, basing themselves on the notes they have taken in Task 2. – T goes around checking and offering help. – Finally, T calls on some Ss to talk about different World Cup winners. T takes notes of Ss' errors if any and corrects after Ss finish speaking.	Group work and whole class
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, Ss write a paragraph about World Cup 2006 for the school's sport magazine. Ss might use the information they have gained in Task 1.	Whole class

Extra activity

Football crossword puzzle



Across

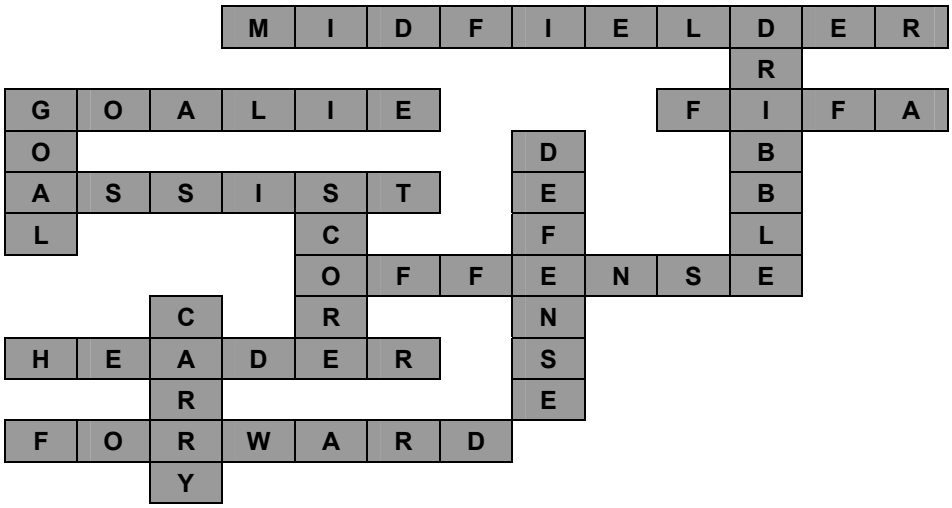
1. covers the middle of the field
3. tries to keep the other team from scoring
4. the governing body of world soccer
6. a pass that results in a goal
8. the team that has the ball
10. uses head to pass the ball
11. scores the goals

Down

2. to kick the ball along by yourself
3. score
5. the team that does not have the ball
7. to make a goal
9. to dribble the ball

goal	header	goalie	midfielder	forward	assist	carry
dribble	defense	offense	score	FIFA		

Answer:



Period 3
LISTENING

1. Objectives

By the end of this lesson, Ss will be able to:

– Develop such listening micro-skills as intensive listening for specific information and taking notes while listening

2. Materials

Textbook, handouts

3. Anticipated problem

Students may not have sufficient vocabulary to talk about the topic, so T should be ready to assist them. Ss may not also be familiar with the note-taking task so T should provide them some tips to deal with the task.

4. Procedures

Time	*Steps*	*Work arrangement*
7'	**WARM UP** – T gets Ss to look at the 4 photos on page 147 of the textbook and name each player in the photos (photo 1: Pele; photo 2: Maradona; photo 3: Zidane; photo 4: Barthez; photo 5: Beckham). – T gets Ss to talk about these football stars by asking questions like "What do you know about them?" "Which one do you like best? Why?" etc. – T may provide some information about the footballers if Ss do not know them very well: 1. Pele is a former Brazilian footballer and is widely regarded to be the greatest of all time. In Brazil he is regarded as a hero for his accomplishments and contribution to the game. During his career he became known as "The King of Football" or "King	Whole class

Time	*Steps*	*Work arrangement*
	Pele". He was also given the title "Footballer of the Century" by FIFA. After his retirement from football in 1977 he became an ambassador for football. He used to be the Minister of Sport of Brazil. 2. Diego Maradona is a former Argentinian footballer. He was regarded by many as the greatest of all time. During his career he played in four World Cup tournaments and lead Argentina to win the trophy in 1986.He himself was awarded the Golden Ball in that match. 3. Zidane is a former French footballer. In the 1998 World Cup final Zidane attracted international attention with 2 headed goals against Brazil that won his country's first ever FIFA World Cup trophy. During his career Zidane was awarded "FIFA World player of the Year" three times (in 1998, 2000, and 2003). In World Cup 2006 he was awarded the Golden Ball and after this World Cup he retired. 4. Barthez is a former French goalkeeper. With the national team he won the FIFA World Cup and Euro 200o and reached the 2006 World Cup final match. 5. David Beckham is an English footballer who plays for Real Madrid. He was the captain of the English national football team from late 2000 to mid 2006. He was the only English footballer to score in three World Cups and the fifth player in the history of World Cup to score twice from direct free kicks. Beckham is considered a celebrity even outside the football world.	
7'	**BEFORE YOU LISTEN** – T introduces the topic: You are going to listen about the World's most famous footballer, Pele.	Whole class

Time	*Steps*	*Work arrangement*
	– T gets Ss to look at the new words on page 147 of the textbook: *goal-scorer, hero, ambassador, Brazil, kicking, retirement, promote, championship*. T elicits the meanings of these words from Ss. – T plays the tape once (or reads) for Ss to listen to how these words are said and then repeat after the tape (or T). T gets some Ss to read the words again and makes sure that they pronounce the words correctly. – T asks Ss to look at the words again and predict what they may hear about Pele. ***Suggested Answer:*** *Pele was a goal-scorer and a national hero of Brazil. He was very good at kicking and won many championships. After his retirement he became the ambassador for football to promote friendship and spirit of sport among the world's nations* etc.	
10'	**WHILE YOU LISTEN** ***Task 1:*** – T introduces the task and gets Ss to study the table before they listen. T gets across to Ss that while they listen and take note, they should not try to write down all the details in full sentences but they should write down only most important and relevant details in note forms. – T plays the tape once (or reads) for Ss to listen and fill the table. – T gets Ss to work in pairs and check each other's answers – T checks the answers with the whole class. If many Ss cannot complete the task after the first listening, T should play the tape (or read) again and pause at each event for Ss to write it down.	Individual work, pair work and whole class

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>10'</td><td>

Answer:

<table>
<tr><td>Year</td><td>Events</td></tr>
<tr><td>1. 1940</td><td>Born in Brazil</td></tr>
<tr><td>1956</td><td>2. joined a Brazilian football club</td></tr>
<tr><td>3. 1962</td><td>First world club championship</td></tr>
<tr><td>4. 1974</td><td>1200th goal</td></tr>
<tr><td>1977</td><td>5. retired</td></tr>
</table>

Task 2:

– T asks if Ss remember anything about Pele from the previous learning. T elicits information about Pele. T should not correct or give any comments at this phase and just accept all Ss' answers.

– T should encourage Ss to read through all the questions before listening and predict the answers

– Then T plays the tape (or reads) again for Ss to listen and answer the questions.

– T gets Ss to check their answers with a partner. Then T checks with the whole class. T should play the tape again and pause at difficult points if many Ss cannot complete the task.

Answer:

1. Pele was famous for his powerful kicking and controlling the ball.
2. He participated in 3 World Cups
3. He played for an American football club before he retired.
4. He became an international ambassador for football. He works to promote peace and understanding through friendly sport activities.

</td><td>Individual work, pair work and whole class</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>8'</td><td>

AFTER YOU LISTEN

– T gets Ss to work in pairs and take turn to talk about Pele, using the information they have learned in Tasks 2 and 3. To facilitate Ss, before getting them to speak, T may want to help Ss to summarise the main points in a table like this:

<table>
<tr><td>1940</td><td>Born in Brazil</td></tr>
<tr><td>1956</td><td>Joined a Brazilian football club</td></tr>
<tr><td>1958</td><td>Participated first time in a World Cup</td></tr>
<tr><td>1962</td><td>Lead the team to win first world club championship, played in World Cup</td></tr>
<tr><td>1970</td><td>Played in World Cup</td></tr>
<tr><td>1974</td><td>1200th goal, became a national hero</td></tr>
<tr><td>Before 1977</td><td>Played for an American football club for 2 years</td></tr>
<tr><td>1977</td><td>Retired, became am ambassador for football</td></tr>
</table>

– T goes around checking and offering help. Then T calls on some Ss to present in front of the class. T takes notes of Ss' errors and corrects after that.

</td><td>Pair work and whole class</td></tr>
<tr><td>3'</td><td>

WRAPPING UP

– T summarises the main points of the lesson

– For homework, T asks Ss to write a paragraph of about 150 words about their favourite footballer for a writing competition organized by the school football club.

</td><td></td></tr>
</table>

Extra activity

Read the following passage and answer the questions by circling the letters that best reflect your choice.

1 For centuries, people have been playing kicking games with a ball. The game of soccer developed from some of these early games. The English probably gave soccer its name and its rules. In European countries, soccer is called football. Some people believe that the name "soccer" came from the high socks that the players wear.

6 Organized soccer games began in 1863. In soccer, two teams of eleven players try to kick or head the ball into the goal of the other team. The goal keeper, who tries to keep the ball out of the goal, is the only player on the field who can touch the ball with his or her hands. The other players must use their feet, heads, and bodies to control the ball.

11 Every four years, soccer teams around the world compete for the World Cup. The World Cup competition started in 1930. Brazil is the home of many great soccer players, including the most famous player of all, Pele. With his fast dazzling speed, Pele played for many years in Brazil and then later in New York. People in more than 140 countries around the world play soccer. It is definitely the world's most popular sport!

1. What is the purpose of this passage?
   a. To encourage people to play football
   b. To tell the history of World Cup
   c. To explain the soccer rules
   d. To provides information about the game of soccer
2. The word "their" in line 10 refers to:
   a. the feet b. the heads c. the bodies d. other players
3. The word "competition" in line 12 can be best replaced by:
   a. tournament b. fight c. play d. sport
4. All the following can be inferred from the passage EXCEPT
   a. The game of soccer has two names
   b. Soccer players are banned from using their hands to touch the ball
   c. Twenty two players participate in a soccer match
   d. The game of soccer is played in almost all the countries in the world
5. According to the passage, how long have people known how to play with the ball?
   a. since 1863 b. since 1930 c. since centuries ago
   d. since the game was named football

Answer: 1.d 2.d 3.a 4.b 5.c

Period 4
WRITING

1. Objectives

By the end of this lesson, Ss will be able to:

– Write a short announcement about a sport event

2. Materials

Textbook, handouts

3. Anticipated problem

Students may not be familiar with format of an announcement and/ or the language used in it, so T should be ready to assist them.

4. Procedures

Time	*Steps*	*Work arrangement*
7'	**WARM UP** **A matching exercise** – T introduces the task: Ss are going to read different announcements and in their own groups to match the announcements with the correct titles. – Then T divides the class into small groups of 3 or 4 and distributes them the handouts. The winning group is the one to finish first. – T checks the answers with the whole class, pointing out that Ss can tell what the announcements are about just by looking at the first sentence in each announcement. – Then T explains in what occasion English native speakers write an announcement (e.g. the birth of their children, the death of a close relative, the engagement or wedding of their children, the retirement of an employee, an upcoming sport, social, or professional event etc.)	Group work

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>– Then T introduces the topic of the lesson, which is writing a short announcement of a sport event.
Handout:
<table>
<tr><td>1. An announcement of retirement</td><td>a. "The School Food Services is sorry to announce the temporary closing of our cafeteria from October 24 to November 1 for repair. We recognise that this closing will be inconvenient for both students and teachers. Please accept our sincere apologies for this inconvenience"</td></tr>
<tr><td>2. An engagement announcement</td><td>b. "Mary and Joe Lee are pleased to announce the birth of their daughter, Emmanuelle, on the 31st day of January, 2000."</td></tr>
<tr><td>3. An announcement of service disruption</td><td>c. "With a sense of both joy and regret the School wishes to announce the retirement of Mr. Tim Cornor, our respected Headmaster. Mr. Conor will be retiring at the end of this semester, at which time he will have completed 50 years of service to the school. Though he will be certainly missed by the School teachers and students, we wish him well in his retirement".</td></tr>
<tr><td>4. A birth announcement</td><td>d. "Mr. and Mrs. William Smith are happy to announce the engagement of their daughter, Miss Jennifer Lee Smith, to Mr. Kenneth John Brown, son of Mr. and Mrs. Theodore Brown. An August 31st wedding is planned."</td></tr>
</table>
Answer:
1. c 2.d 3.a 4.b</td><td></td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>10'</td><td>

PREPARING STUDENTS TO WRITE

Task 1:

– T gets Ss to read Task 1 silently and answer the questions that follow.

– Then T checks the answers with the whole class.

Answer:

1. The national football championship organizing committee

2. The postponing of the match between Nam Dinh and Binh Duong, which was initially scheduled on Sunday April 18, due to the bad weather

3. 3p.m Sunday April 25

4. My Dinh National Stadium

– Then based on the model text, T elicits from Ss what possible details to include in an announcement. E.g.:

<table>
<tr><td>Who announces?</td><td></td></tr>
<tr><td>What event?</td><td></td></tr>
<tr><td>When?</td><td></td></tr>
<tr><td>Where?</td><td></td></tr>
<tr><td>Why? Etc.</td><td></td></tr>
</table>

– T might also want to remind Ss of the structure of a paragraph of this type. E.g. the first sentence is the topic sentence which normally tells who announces what. The remaining sentences provide more details.

– T might also want to elicit from Ss some useful language to use in an announcement. E.g.:

Topic sentence:

</td><td>Individual work and whole class</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
<table>
<tr><td>Subject</td><td>would like to
wish(es) to
is/ are sorry to
regret to
is/ are pleased to</td><td>announce +</td><td>phrase
clause</td></tr>
</table>
E.g.
The Youth Union is pleased to announce their first meeting on Sunday, 24 December 2006.
The Youth Union is pleased to announce that their first meeting will be held on Sunday, 24 December 2006
– T might also want to stress that the language of announcement is rather impersonal and passive voice is preferred.
E.g.: The match will now be played at 3p.m on Sunday, April 25 in My Dinh National Stadium
</td><td></td></tr>
<tr><td>15'</td><td>
WRITING
Task 2
– T gets Ss to read the topics individually and then work with a partner to analyse the topics, using the following table of summary to help them take notes:
<table>
<tr><td>Who announces?</td><td></td></tr>
<tr><td>What event?</td><td></td></tr>
<tr><td>When?</td><td></td></tr>
<tr><td>Where?</td><td></td></tr>
<tr><td>Why? Etc.</td><td></td></tr>
</table>
– Then T calls on some pairs to write their notes on
</td><td>Individual work and pair work</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
the board. E.g.:
Topic 1:
<table>
<tr><td>Who announces?</td><td>The school football team</td></tr>
<tr><td>What event?</td><td>Seek new players, then first meeting of the team</td></tr>
<tr><td>When?</td><td>Up to you</td></tr>
<tr><td>Where?</td><td>Up to you</td></tr>
<tr><td>Why? Etc.</td><td>For new football season</td></tr>
</table>
Topic 2:
<table>
<tr><td>Who announces?</td><td>The HCM Communist Youth Union of the school</td></tr>
<tr><td>What event?</td><td>Friendly match with New Stars football club</td></tr>
<tr><td>When?</td><td>5 p.m Sunday, April 20</td></tr>
<tr><td>Where?</td><td>In the football field of the New Stars Club</td></tr>
</table>
– Now T gets Ss to choose one of the topics and write an announcement, based on their notes. T gets across to Ss that they may add more details, e.g. when and where the meeting will be held and how to contact you in Topic (a) and in Topic (b) whether entrance is free for the match or tickets will be sold, and in the latter case, where and when tickets will be sold, etc.
– While Ss are writing, T goes around checking and offering help.
– When Ss finish, T asks them to work in pairs and correct each other's writing. T also collects some
</td><td></td></tr>
</table>

Time	*Steps*	*Work arrangement*
	writing for quick feedback.	
10'	**GIVING FEEDBACK ON STUDENTS' WRITING** – T gives general feedback on Ss' writing and corrects typical errors. T pays special attention to the structure of Ss' paragraphs and whether Ss have covered sufficient details in their announcements.	Whole class
3'	– T summarises the main points of the lesson. – For homework, Ss correct their writing according to T's and peers' suggestions and write the remaining topic in Task 2.	

Extra activity

Refer to the map and the schedule of tomorrow's matches to answer the questions below:

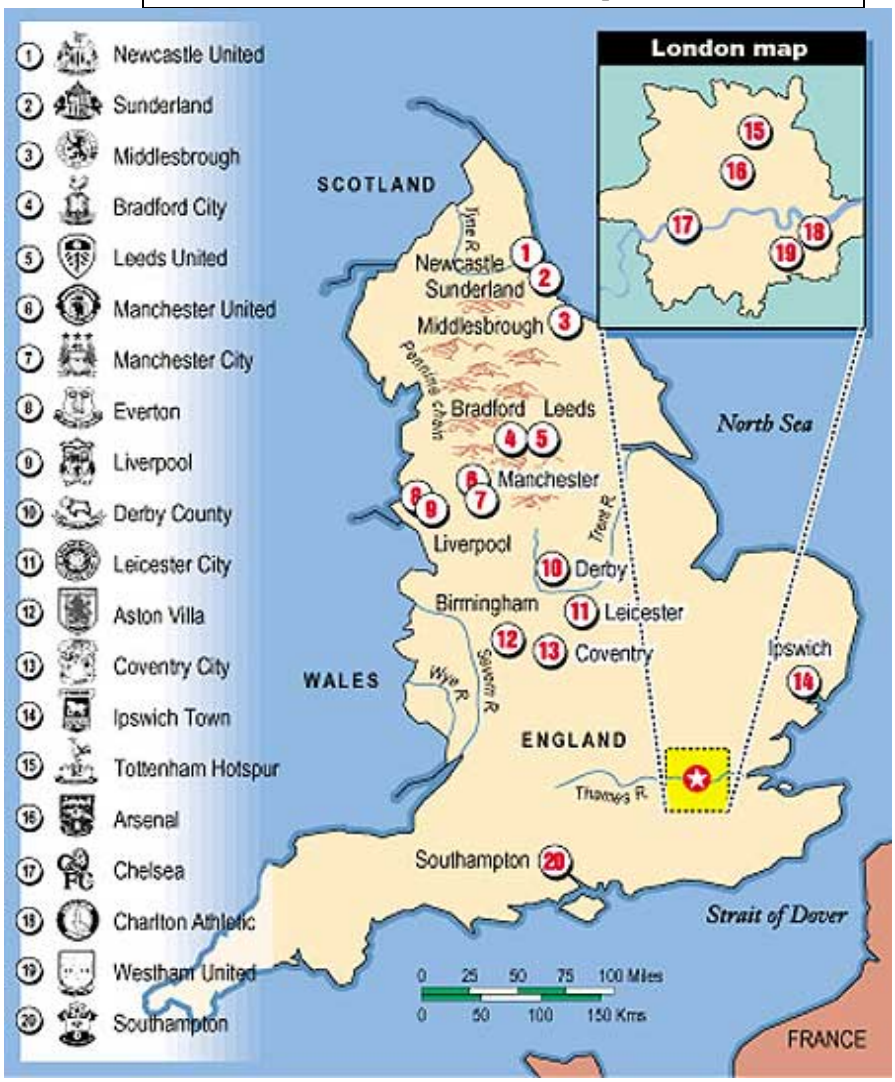
1. How many London teams are travelling *outside* the city tomorrow?
2. Which two London-based teams are playing each other?
3. Which one of these two teams is the home team?
4. Which river is near the stadium where they are playing?
5. Which other London team is playing at home and which team will it be playing against?

Tomorrow's matches Saturday, 18 November 2000

(Teams playing at home are listed first)

Charlton	v	*Chelsea*
Coventry	v	*Ipswich*
Derby	v	*Bradford*
Everton	v	*Arsenal*
Leeds	v	*West Ham*
Man City	v	*Man Utd*
Middlesbrough	v	*Leicester*
Newcastle	v	*Sunderland*
Southampton	v	*Aston Villa*

Tottenham	v	*Liverpool*



Answer:

1. 3 (Chelsea, Arsenal, Westham)
2. Charlton vs Chelsea
3. Charlton
4. River Thames
5. Tottenham is playing at home and it's playing against Liverpool

Period 5
LANGUAGE FOCUS

1. Objectives

By the end of this lesson, Ss will be able to:

- Distinguish the sounds /g/ and /k/
- Pronounce the words and sentences containing these sounds correctly
- Use structures with "will" to talk about unplanned future intentions, to make predictions or offers
- Use structure "going to" to talk about definite future plans

2. Materials

Textbook

3. Anticipated problem

Students may find it hard to distinguish between "will" and "going to" when talking about future intentions.

4. Procedures

Time	*Steps*	*Work arrangement*
7'	**PRONUNCIATION** **Distinguishing sounds** – T models the two sounds /g/ and /k/ for a few times and explains the differences in producing them (i.e. /k/ is an aspirated sound, so when producing it, Ss release a strong burst of air. Besides, /k/ is a voiceless sound so when producing /k/ Ss cannot feel the vibration if they place their fingers on the voice box. In contrast, /g/ is a voiced sound so when producing /k/ Ss can feel the vibration). – T plays the tape (or reads) once for Ss to hear the words containing these two sounds. Then T plays	Individual work, pair work and group work

Time	*Steps*	*Work arrangement*
	the tape (or reads) again and this time asks Ss to repeat after the tape (or T). – T asks Ss to read the words in each column out loud in chorus for a few more times. Then T calls on some Ss to read the words out loud. T listens and corrects if Ss pronounce the target words incorrectly. If many Ss do not pronounce the words correctly, T may want to get them to repeat after the tape (or himself) again in chorus and then individually. **Practising sentences containing the target sounds** – T asks Ss to work in pairs and take turn to read aloud the given sentences (p. 150, Practise these sentences). – T goes around to listen and takes notes of the typical errors – T calls on some Ss to read the sentences again and provides corrective feedback.	
15'	**EXERCISE 1:** **a. Presentation:** – T writes on the board some examples containing both "will" and "going to", e.g: 1. Why are you working so hard these days? Because <u>I'm going to</u> buy a car so I'm saving as much as I can 2. What <u>are you going to</u> buy Jill for her holiday? – A CD. – She hasn't got a CD player. – Oh, <u>I'll buy</u> her a record then. – T gets Ss to explain why "going to" but not "will" is used in example 1 and "will" but not "going to" is used in the last sentence of example 2. T may want	Whole class, individual work, pair work, and group work

Time	*Steps*	*Work arrangement*
	to guide Ss by asking questions such as "In example 1, did the speaker plan to buy a car before he talked to his friend or while talking to his friend? How did you know?", "In example 2, did the speaker plan to buy a record before this conversation or during it? How did you know?" – Then T elicits from Ss the difference between "going to" and "will" when talking about future intentions. ***Suggested answers:*** + In example 1 the speaker has already had a plan to buy the car before he told his friend about it. He has had this plan before so he works hard to save enough money for it. + In example 2 the speaker had not planned to buy a record before the conversation. She had planned to buy a CD but after her friend told her that Jill didn't have a CD player, she changed her mind and made another plan. This plan was made during the conversation. + The difference between "will" and "going" to is "will" refers to a plan that is made spontaneously at the moment of speaking while "going to" refers to a plan that is already well thought of before the moment of speaking. – Then T elicits from Ss the forms, meanings and uses of "will" and "going to" when talking about future intentions and writes on the board: 1. Will * Form: +: S + will + V (infinitive without "to") -: S + will not (won't) + V (infinitive without "to") ?: Will + S + V (infinitive without "to")?	

Time	*Steps*	*Work arrangement*
	E.g. Oh we've run out of milk. I'll go and buy it now. * Meaning: Future * Use: "Will" is used to express a future intention or decision made at the moment of speaking. 2. Going to: * Form: +: S + am/ is/ are + going to + V (infinitive without "to") -: S + am not/ is not (isn't)/ are not (aren't) + going to + V (infinitive without "to") ?: Am/ is/ are + S + going to + V (infinitive without "to")? * Meaning: future * Use: "Going to" is used to express a future intention or decision thought about before the moment of speaking E.g.: I heard you and John are going to get married. Congratulations! – T gives a few more examples to make sure Ss understand the differences between the two structures **b. Practice:** – T gets Ss to do Exercise 1 individually and then find a partner to check their answers with – T calls on some Ss to present and explain their answers. T gives corrective feedback and/ or provides further explanation if necessary. *Note:* If too many Ss do not do the exercise correctly, T needs to get them to do some more practice before going to the production stage. ***Answer:*** 1. I'll get 2. I'm going to wash	

Time	*Steps*	*Work arrangement*
	3. Are you going to paint? 4. I'm going to buy 5. I'll show you 6. I'll have 7. I'll do **c. Production:** – T gives this task: "Your class has decided to have a party. Everyone must help to prepare for it. Say what you will do. Then report to the teacher your plans". – T gests Ss to work in groups of 3 or 4 and work out what they will do to help prepare for the party. SS need to use "will". E.g.: S1: I'll buy some fruits and cakes S2: And I'll buy some drinks – T goes around to check that Ss work and offer help if necessary. – Then T gets Ss to report what each member of their group plans to do. This time Ss need to use "going to". E.g. I'm going to buy some fruits and cakes. And Mai is going to buy some drinks. – T corrects typical errors.	
10'	**EXERCISE 2:** **a. Presentation:** – T presents another use of "will", which is to make predictions about future events. E.g.: "I think it'll cost about 500,000VND to repair the kitchen roof", "I think it will rain today, so take your raincoat with you just in case". T needs to get across to Ss that when "will" is used to make a prediction, the	Whole class, individual work, pair work, and group work

Time	*Steps*	*Work arrangement*
	speaker doesn't have outside evidence for what he/ she says. He or she just says what he or she believes or knows. – T gives a few more examples to make sure Ss understand this use of "will". **b. Practice:** – T gets Ss to do Exercise 2 individually and then find a partner to check their answers with. – T calls on some Ss to read out their answers and gives feedback ***Answer:*** 1. He will help 2. Won't lend me any money 3. It will rain today 4. Will have to wear glasses 5. Will have a headache 6. Won't like it 7. I won't pass it **c. Production:** A football survey – T gives Ss this task: You are doing a small survey about World Cup 2010. Ask for your friends' predictions about:	

The winner of World Cup 2010		
The runner-up		
The score of the final match		
The quarter-finalists		
The Golden Ball awardee (i.e. for the best player)		
The Golden Shoe awardee (i.e. for the top scorer)		
The Yashin award winner (i.e. award for the best goalkeeper)		
The Fair Play award winner		

Time	*Steps*	*Work arrangement*
	– Then T gets Ss to move around the class to interview other Ss and complete their notes. T gets across to Ss that they need to use "will" for this task. E.g. "Who do you think will win the WC 2010"? Ss need to interview as many friends as possible. (If the class is too large, T might want to get Ss to interview the friends sitting in rows behind and in front of them only). – T calls on some Ss to report their findings and gives feedback.	
10'	**EXERCISE 3:** **a. Presentation:** – T presents another use of "will', which is to make an offer. E..g: A: This suitcase is too heavy. B: I'll carry it for you. – T gets across to Ss that when "will" is used to make an offer, it is usually used in the contracted form "'ll". E.g.: Right: I'll help you with your homework. Wrong: I will help you with your homework. – T gives a few more situations for Ss to make sentences with "will". E.g. "What will you say if someone says "I'm running late" etc. T needs to make sure that Ss understand this use of "will" and use it correctly before they move on to individual work. **b. Practice:** – T gets Ss to do Exercise 3 individually and then find a partner to check their answers with. – T checks with the whole class.	Whole class, individual work, pair work, and group work

Time	*Steps*	*Work arrangement*
	Answer: 1. I'll make you a cup of tea/ I'll get you some water 2. I'll answer the door/ I'll open it 3. I'll lend you some/ I'll ask John for you 4. I'll give you a lift 5. I'll carry them for you **c. Production:** – T divides the class into 2 big groups and introduces the game: the members of the two groups will take turn to give a situation for the members of the other group to make an offer. E.g. if a member of the first group says something like "I'm really starving", a member of the second group has to say something like "I'll get you some snack". If the offer is appropriate for the situation, the second group can take the floor and give another situation. If not, the first group still holds the floor. Each time a group holds a floor, it gets a point. At the end of the lesson, T will count how many points each group has gained. The group with more points will be the winner.	
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, T asks Ss to write a paragraph about their plans for the next weekend.	

Extra activity:

Jenny and Chris are talking about their plans for next week. Read their conversation and put a form of "going to" or "will" into each gap.

Jenny: Would you like a game of tennis next Thursday?

Chris: I can't, I'm afraid. I …(1)… to Bristol.

Jenny: What for?

Chris: I have an interview for a job as manager of a record shop

Jenny: I didn’t know you wanted to move

Chris: Well, my parents ….(2)… retire next year and I want to be near them.

Jenny: How are you getting to Bristol?

Chris: I have a bit of a problem, actually. My car isn't working at the moment. I'm thinking of getting a taxi to the station, and then getting a train.

Jenny: …..(3)…. you a lift to the station. Don't worry about taxi.

Chris: Really?

Jenny: Mmm

Chris: OK. Then I ….(4)… get a taxi home.

Jenny: Well, what time is your train back?

Chris: It gets in at twenty-one fifteen. What's that? – quarter past nine in the evening.

Jenny: It's all right. I ….(5)… pick you up as well. It's no trouble.

Chris: That's great. Thanks a lot, Jenny

Answer:

1. am going to	2. are going to	3. I'll
4. 'll	5. 'll	

UNIT 15
CITIES

Period 1
READING

1. Objectives

By the end of the lesson students will be able to:

- develop such reading micro-skills as scanning for specific ideas and guessing meaning in context
- use the information they have read to talk about New York City

2. Materials

Textbook, handouts/ poster

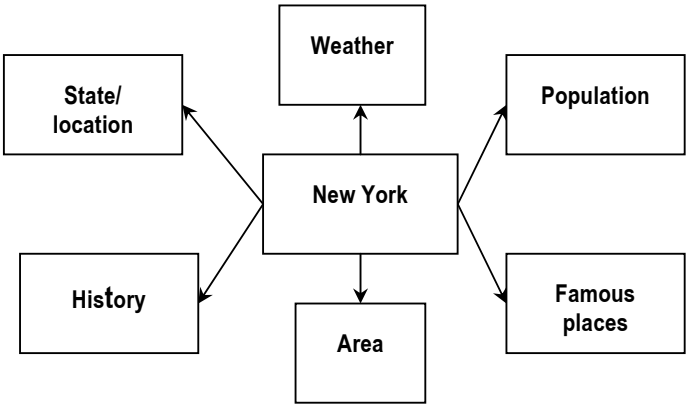
3. Anticipated problems

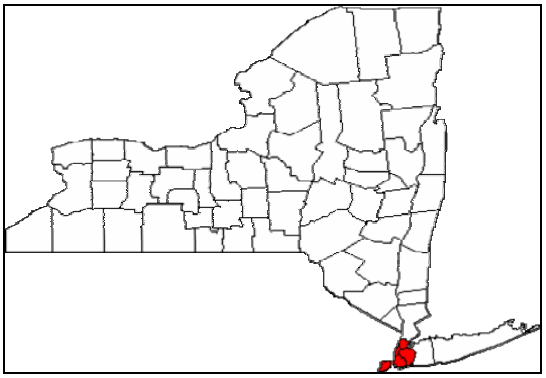
Students may not have sufficient vocabulary to read and talk about the topic, so T should be ready to help them.

4. Procedure

Time	*Steps*	*Work arrangement*
5'	**WARM-UP** – T introduces the topic of the lesson (cities) and asks Ss to name some big cities in the world that they know, e.g. New York, Sao Paulo, Madrid, Paris etc. T might also want to get Ss to tell what can be called a big city (e.g. big population, high buildings, numerous entertainment places, several job opportunities and so on).	Whole class

Time	*Steps*	*Work arrangement*
	– T gets Ss to work in pairs and match the pictures on page 156 of the textbook with the correct places. – T checks that Ss have the right answers. T might want to ask checking questions like "What can you see in picture 1?" "What about picture 2?", "What makes you think it is the UN Headquarters?" etc. – Some information about the places described in the pictures: 1. The Empire State Building: is an office building in Manhattan, New York, which was put up in 1931. For the next 40 years it has been the tallest building in the world with a height of 381m and 102 floors. 2. Central Park: is a large public, urban park in the borough of Manhattan in New York City. With about twenty-five million visitors annually, Central Park is the most visited city park in the United States, and its appearance in many movies and television shows has made it among the most famous city parks in the world. 3. Times Square: is situated in the central Manhattan in New York City. It is famous for its Broadway theatres, cinemas and supersigns. It is one of those places that make New York a city that never sleeps. On New Year's Eve thousands of New Yorker gather here to celebrate new year. 4. The UN Headquarters: is a distinctive complex in New York City that has served as the headquarters of the United Nations since its completion in 1952. It is located in the Turtle Bay neighborhood, on the east side of Manhattan, on spacious grounds overlooking the East River. Though it is in New York City, the land occupied by the United Nations headquarters is "international territory".	

Time	*Steps*	*Work arrangement*
10'	**BEFORE YOU READ** – T gets Ss to work in groups of 3 or 4 and write down as much information about New York that they know as possible. – T might want to use the following network to help Ss generate ideas (T might want to prepare it in the form of either a big poster to stick on the board or of the handouts to distribute to Ss):  – T calls on some groups to present their information. ***Some suggested answers:*** + Location: Southeastern part of New York State (see map below)	Work group and whole class

Time	*Steps*	*Work arrangement*
	 **(Location of the New York city in the state of New York)** + Weather: humid continental climate (winters are cold with rain and snow but summers are hot and humid. Average temperatures range between 3-12 Celcius degrees in winter and 22 and 30 Celcius degrees in summer) + Population: 7 million people live in the city and 19 million live in the whole metropolitan area + Area: 946 km2, the largest city in the USA and one of the largest urban areas in the world + Famous places: Statue of Liberty, Wall Street, Broadway district, Ground Zero (i.e. the ground where the World Trade Centre used to be) + History: Founded by the Dutch in 1624 and has had several names before like Fort Amsterdam and New Amsterdam. **Preteach vocabulary:** – T elicits or presents the meaning of some important new words that do not appear in Task 1: *To be located in/ at/ on: nằm ở ...* *To found: sáng lập, thành lập* *Global finance: tài chính thế giới*	

Time	*Steps*	*Work arrangement*
	To be characterised by: có đặc điểm là – T may want to give some examples to show the use of these words. E.g.: *My school is located in a quite street* *The school was founded in 1980* *Hanoi is characterised by numerous lakes, green trees and old, narrow streets*	
8'	**WHILE YOU READ** Set the scene: You are going to read about New York city, the largest city in the USA and do the tasks that follow. ***Task 1:*** – T gets Ss to read the passage silently and then do Task 1. T may write the words found in Column A of Task 1 on the board (i.e. *metropolitan region, take over, unusual, ice-free, mingle* with) and asks Ss to go back to the passage to locate and read around these words so that they can guess their meanings. For example, the words "metropolitan region" found in line 11 may have to do with both "a city and the area around it". Ss can understand this meaning thanks to the words "the whole" and "the total area". – T might want to check that Ss understand all these words correctly by calling on some Ss to tell the meaning of the words in Vietnamese. – Then T asks Ss to go back to the task and study the phrases in column B. Ss need to guess which part of speech they might deal with in each case. For example, for "not covered with the ice" they might need to supply a past participle or adjective, or for "mix with" they might need to supply a verb, etc.	Individual work, whole class

Time	*Steps*	*Work arrangement*
6'	– Now Ss use both their knowledge of the words in Column A and their guess-work with the phrases in Column B to match them correctly. – T checks the answers with the whole class ***Answers:*** 1. d 2.c 3. e 4. a 5. b ***Task 2:*** – T checks if Ss can answer the T/F questions in Task 2 after their first reading of the passage. If they cannot, T gets Ss to read through all the 5 questions in Task 2 and identify the key words in each question. For example, in question 1, these might be "name", "state" and "city". In question 2, these might be "habour", "ice", and "winter", etc. – Now T instructs Ss to go back to the passage and locate these words. Ss should read around these words carefully to find the answers to the questions. – Then T gets Ss to check their answers with a friend. – T calls on some Ss to present and explain their answers. T gives feedback and correct answers. ***Answer:*** 1. T (lines 1-2). 2. F ("… is ice-free all seasons, line 7). 3. T (it's on the Hudson and Passaic rivers, lines 3-5). 4. T ("it is the home of the UN", lines 18-19. 5. T (it was founded by the Dutch in 1624 and taken over by the English in 1664, lines 15-17).	Individual work, pair work and whole class
6'	***Task 3:*** – T checks if Ss can answer the comprehension questions in Task 3 without having to read the passage again. If s cannot, T gets them to read the questions carefully and instructs them some tips to do the task:	Individual work, pair work and whole class

Time	*Steps*	*Work arrangement*
	+ First, Ss should skim the five questions to understand them. As Ss do this they: • underline the key words to decide what information they need to find in the text • look for questions words like "why" which indicates Ss should read for specific thing like a reason. + Then they should go back to the passage and locate the key words in the passage. + Then they should read around the key words carefully to find the answer. – T gets Ss to check their answers with a peer – T calls on some Ss to write their answers on the board and ask them to explain their choices. – T gives the correct answers: ***Answer:*** 1. It is in the southeastern part of New York State (lines 1-2). 2. 7 million people in the city and 19 million people in the metropolitan region (lines 9-11). 3. Because it was founded by the Dutch and the capital of the Netherlands was Amsterdam (lines 15-16). 4. It is the home of the UN and the centre of global finance, communications, and business (lines 18-19). 5. The Statue of Liberty, the Empire State Building, the Wall Street, and the Broadway theatre district (lines 23-25).	
7'	**AFTER YOU READ** – T introduces the task: Ss work in small groups of 3 or 4 and choose one of the available New York tours to join. Ss have to decide between themselves which tour would be most interesting and say why. T distributes these handouts to Ss:	Group work

Time	*Steps*		*Work arrangement*
	Tour 1	Want to become a real explorer? Discover the best sights in the inland before boarding the ferry for the Statue of Liberty. This is an absolute must for the traveler who wants to see it all! Initernary (main stopovers): Empire State Building – Greenwich Village – Financial District –Time Squares –United Nations - Statue of Liberty	
	Tour 2	Take a bus tour to the sites of your favorite movies and TV shows as well as a number of celebrity homes sites. Your guide will entertain and inform you along the way as you visit these locations: • See the restaurant used in *Spiderman* • Visit the apartment building where Monica, Chandler and the other *Friends* live • Shop around the corner at the store owned by Meg Ryan on *You've Got Mail* • Visit The Boathouse Cafe used in *When Harry Met Sally* • Feed pigeons where Macaulay Culkin fed them in *Home Alone II* • Stop at Wollman Rink, used in movies like L*ove Story*	
	Tour 3	Sing, Dance, Laugh and Play at Madame Tussauds Museum New York, where you are the star of the show! Over 200 celebrities* line up to provide you with the experience of a lifetime in the heart of Times Square New York. • Meet with A-list celebrities including Brad Pitt, Julia Roberts, George Clooney, Jennifer Lopez, and Oprah in Opening Night Party • Meet the President and world leaders from the past and present an earful in the Gallery • Bling it on with Lindsay Lohan, Britney Spears and Michael Jackson ** All celebrities appear in wax*	

Time	*Steps*	*Work arrangement*
	– T goes around checking and offering help. – T calls on the groups to tell and explain their choice. – T gives corrective feedback.	
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework T asks Ss to learn by heart the new vocabulary and make sentences with them.	

Extra activities:

Read the following article and answer the T/F questions that follow:

Disneyland celebrated its 50th birthday on Sunday. Thousands of fans and celebrities gathered at what Disney calls the "happiest place on Earth" for a giant party. Walt Disney opened the world's first large-scale theme park on July 17, 1955. It started a whole new world of fantasy and family fun. An amazing 515 million fun seekers have since visited Disneyland. Walt Disney's idea has been copied around the world by thousands of others, all wanting to make money from the riches in this money-spinning industry.

From its small beginnings, Disney has mushroomed into a global entertainment empire. It has become one of the most famous and well known brands in history. It has created everything from blockbuster movies to children's stationery. Theme parks have spread across the world in Paris, Japan and very soon Hong Kong. It is almost impossible to walk around any city and not see Mickey Mouse in some shape or form. However, while the idea of providing pleasure has not changed, park admission prices have: the one-dollar ticket in 1955 is now $56.

Are these sentences true (T) or false (F):

a. Disneyland opened five decades ago.	T / F
b. Disney says Disneyland is the happiest place on Earth.	T / F
c. Five billion people have visited Disneyland.	T / F
d. Thousands of other people have made money from Disney's ideas.	T / F
e. Disney once was interested in selling mushrooms	T / F

f.	Disney is one of the world's most famous brands.	T / F
g.	You are likely to see the Mickey Mouse logo in every world city.	T / F
h.	Admission prices have increased 56 times since 1955.	T / F

Answer:

a. T b. T c. F d. T e. F f. T g. T h. T

Period 2
SPEAKING

1. Objectives

By the end of the lesson students will be able to:

- Describe a city, using the vocabulary and structures that they have learned in the lesson
- Compare different cities, using the comparative structures that they have learned in the lesson
- State their preferences and explain the reasons

2. Materials

Textbook, handouts

3. Anticipated problems

Students may have problem using the comparative forms of short vs. long adjectives fluently.

4. Procedure

Time	***Steps***	***Work arrangement***
5'	**WARM UP** **A city vs. country quiz** – T divides the class into 2 big groups and introduces the quiz: T is going to read out the questions about Hanoi and Ho Chi Minh City. Ss need to listen attentively and answer the questions. Each time a group provides	Whole class

Time	*Steps*	*Work arrangement*
	a correct answer more quickly, it will get one point. By the end of the quiz, T will count how many points each group has collected. The winner is the one with more points. The quiz: 1. Which city is larger in area – Hanoi or Ho Chi Minh city? 2. Which city has a bigger population – Hanoi or Ho Chi Minh City? 3. Which city is older – Hanoi or Ho Chi Minh City? 4. Which city was known by more names through history – Hanoi or HCMC?? 5. Which city has more districts – Hanoi or Ho Chi Minh city? 6. Which city is hotter – Hanoi or Ho Chi Minh city? 7. Which city is closer to the sea –Hanoi pr HCMC? ***Answer:*** 1. HCMC (HCMC covers an area of 2,095 km2 but HN covers an area of 921 km^2). 2. HCM (HCMC has a population of 6.2 million but Hanoi has a population of 3 million). 3. Hanoi (Hanoi was founded in 1010 but HCMC was founded in 1698). 4. Hanoi (Long Bien, Dai La, Thang Long, Dong Do, Dong Quan, Dong Kinh etc.). 5. HCMC (HCMC has 19 inner districts and 5 outer districts but Hanoi has only 8 inner districts and 5 outer districts). 6. HCMC. 7. HCMC.	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>7'</td><td>Task 1:
– T introduces the task and gets Ss to do the task individually
– T calls on some Ss to go and write their answers on the board
– T gives corrective feedback
– T might want to calls on some Ss to read out loud all the complete questions and help them to revise the questions to ask about the area, the population, and other characteristics of a city. E.g.:
<table><tr><td>To ask about the area</td><td>What is the area of the city?
How large is the city?
What is the area that the city covers?</td></tr><tr><td>To ask about the population</td><td>What is the population of the city?
How many people live there?
How many habitants are there in the city?</td></tr><tr><td>To ask about the history</td><td>When/ in what year/ in what century was the city founded?
Who founded the city?</td></tr><tr><td>To ask about transport and other characteristics</td><td>What is the main means of transport there?
How do people get around?
What is the transport like?
What are the people like?
Are there many parks? Etc.</td></tr></table>Answer:
1. d 2. f 3.a-e 4.a-e 5.b-c 6.b-c</td><td>Individual work and whole class</td></tr>
<tr><td>10'</td><td>Task 2
– Before class T prepares two sets of cards and makes sufficient copies for use with his/ her class:</td><td>Pair work and whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	Card 1A: **New York** Founded: 1624 Population: 7 million Area: 946 km2 National Holidays: 7 Many high buildings One big park People: Friendly, open Transport: convenient *Card 1B:* **New York** Founded: Population: Area: National Holidays: High buildings: Parks: People: Transport: *Card 2A:* **London** Founded: 43AD Population: 7 million Area: 1610 km2 National Holidays: 14 Few high buildings Five big park People: formal, reserved Transport: convenient *Card 2B:* **London** Founded: Population: Area: National Holidays: High buildings: Parks: People: Transport: – T tells Ss to close their textbook and introduces the task: Ss are going to work in pairs to ask and answer questions about the two cities New York and London. – T distributes each pair the two sets of cards above. In each pair, give one student Card 1A and Card 2B and the other Card 1B and Card 2A. The purpose of this task is to create an information gap so that Ss have a reason to communicate. So make sure Ss don't look at each other's cards.	

Time	*Steps*	*Work arrangement*
	– In their pairs, Ss will take turn to ask and answer about New York and London. The student who holds Card B will have to ask questions so that the student with the corresponding Card A answers. Then the student with Card B will need to fill in the missing information in their card. T gets across to Ss that they might want to use the questions reviewed in Task 1 to help them complete this task. – T goes around to check and offer help. – T calls on some pairs to perform in front of the class and provides corrective feedback. **Sample conversation:** *S1: Do you know when New York was founded?* *S2: (It was founded) in 1624. And what about London?do you know?* *S1: (It was founded) in 43AD. And what is the population of New York?* *S2: 7 million. What about London?* *S1: 7 million, too. What is the area of New York?* *S2: It covers an area of 946 square kilometres. And how large is London?* *S1: It is 1610 square kilometres. How many national holidays are there in New York?* *S2: Seven. And London, how many national holidays are there?* *S1: Double that number – 14 days. And what is New York like? Are there many high buildings and parks?* *S2: Yes there are many high buildings but only one big park. What about London? What is it like?* *S1: There are just few high buildings but there are five big parks. And what about people in New York? What are they like?*	

Time	*Steps*	*Work arrangement*
	S2: I think New Yorkers are friendly and open. And Londoners? What are they like? *S1: Well, they are formal and reserved. So what is transport like in New York?* *S2: Quite convenient. And transport in London?* *S1: I think it is convenient, too.*	
10'	***Task 3*** – T introduces the task: Ss are going to work in pairs again and compare the two cities they have just asked and answered questions about. – T gets Ss to open their books and calls on some pairs to read aloud the model conversation on page 160. – T draws Ss' attention to the words and phrases printed in bold and helps them to review the comparative forms of adjectives and nouns. E.g. ***Adjectives:*** ✓ **As + A + as**. E.g.: This house is as big as my house. ✓ Short (containing one syllable): **A-er + than**. Double the final consonant if it comes right after a vowel. E.g.: bigger, thinner. For adjectives ending in –e, just add –r. E.g. cute → cuter. For adjectives ending in –y, change –y to –i and then add –er. E.g. tidy → tidier. Note: Most adjectives ending in –y are treated as short adjectives, e.g. tidy, friendly, messy. ✓ Long (containing more than one syllable): **More + A + than**. E.g.: more polluted. Some long adjectives have two comparative forms: narrow → narrower/ more narrow, polite → more polite/ politer, common → commoner/ more common ✓ Irregular: bad → worse, good → better, far → farther.	Pair work and whole class

Time	*Steps*	*Work arrangement*
	Nouns: **As many/ few + Countable noun + as**. E.g.: There are as many people in London as in New York. ✓ **As much/ little + Noncountable nouns + as**. E.g.: There is as much pollution in New York as in London. ✓ **More/ fewer + Countable nouns**. E.g: more/ fewer skyscrapers ✓ **More/ less + Noncountable nouns**. E.g: more/ less pollution – T gets Ss to go back to the information given in Task 2 and compare the two cities, basing themselves on the model conversation in Task 3. – T goes around to check and offer help. – T calls on some Ss to perform in front of the class and provides corrective feedback.	
10'	***Task 4*** – T introduces the task: Ss are going ask and answer questions about their preferences as regards to where to live and give reasons to back up their opinions. – T elicits or presents the structure with "prefer": + Form: Prefer something to something; Prefer doing something to doing something; Prefer to do something; Prefer doing something + Meaning: Preference + Use: To compare two different things, people or activities E.g.: *I prefer New York to London because people are friendlier and opener. I prefer living in New York to living in London because there are more high buildings but I prefer working in London because there are more holidays.*	Mingling activities and whole class

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>– T draws this table on the board and gets Ss to copy it in their notebook:

<table><tr><th colspan="4">SURVEY: WHICH CITY DO YOU PREFER?</th></tr><tr><td>Opinion
Name</td><td>Prefer New York</td><td>Prefer London</td><td>Why</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>
– T gets Ss to move around and interview as many other Ss as possible about which city they prefer and why. If the class is large, T might want to get Ss to interview the people around them only. T gets across to SS that while interviewing, Ss need to take notes of their friends' opinions.
– T observes and offers help if necessary.
– T calls on some Ss to report their findings. While Ss speak, T takes notes of their errors and gives corrective feedback after that.</td><td></td></tr>
<tr><td>3'</td><td>WRAPPING UP
– T summarises the main points of the lesson.
– For homework, Ss write a paragraph to compare New York and London and state which city they prefer and why.</td><td></td></tr>
</table>

Extra activities

How smart are you? Work in pairs to find out the buildings printed in bold

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*You need to find the buildings printed in **bold.***

The **travel agent's** and the **supermarket** are on the left.	The **police station** is opposite the supermarket.
The **restaurant** has a flat roof.	The **library** is on the same side as the bank.
There's a car parked outside the **grocer's**.	The **cinema** is next to the restaurant.
The supermarket has a black roof.	The man has just crossed the road after posting a letter at the **post-office**.
Number 1 is the ….....	**Number 2 is the….....**
Number 3 is the ….....	**Number 4 is the ….....**
Number 5 is the ….....	**Number 6 is the ….....**
Number 7 is the ….....	**Number 8 is the ….....**

Answer:

1. Travel agent	3. Post office	5. Library	7. Cinema
2. Grocer's	4. Supermarket	6. Police station	8. Restaurant

Period 3
LISTENING

1. Objectives

By the end of the lesson students will be able to:

– Develop such listening micro-skills as intensive listening for specific information and taking notes while listening

2. Materials

Textbook, cassette tapes

3. Anticipated problems

Students may not have sufficient vocabulary to talk about the topic, so T should be ready to assist them. Ss may not also be familiar with the note-taking task so T should provide them some tips to deal with the task.

4. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM UP** **Hangman game** – T uses the picture on page 160 of the textbook to introduce the topic of the lesson – the Statue of Liberty. (Note: The Statue of Liberty was a gift to the people of the United States from the people of France. She stands in the middle of the harbour of New York City. She is a symbol of hope and freedom for immigrants.) – T divides the class into 2 big groups and draws each of them a gallows on the board.	Group work and whole class

Time	*Steps*	*Work arrangement*
	 Team A **Team B** – T explains to Ss that they are going to play "Hangman" with the vocabulary related to the Statue of Liberty. The rule is each time T gives a secret word and the groups will take turn to guess it by telling what letters they think there are in this word. If SS choose a letter that appears one or more times in the secret word, the letters and their positions will be revealed and Ss can keep on guessing the next letter. On the other hand, if Ss guess a letter that is *not* in the secret word, then a piece of the man being hanged will be added to the gallows and they will lose their turn to the other group. Ss will get one point for each secret word they can guess correctly and get a minus point for each complete hangman they have got. When the game is over, T will count how many points each group has collected and the group with more points will win the game. – T leads the games with such words related to the Statue of Liberty as "Torch", "Copper", "Liberty", "Freedom", "Steps", "Friendship", "France", "Woman", "Crown" (T may want to add more words to suit his/ her classroom). For each word, Y draws the same number of dashes as the number of letters in it. For example, for the word "France", T would need 6 dashes like this: — — — — —	

Time	*Steps*	*Work arrangement*
10'	**BEFORE YOU LISTEN** – T gets Ss to work in pairs to describe the picture on page 160 of the textbook. Ss may use the questions on this page to help them. – T calls on some Ss to describe the picture. If Ss have difficulty doing this task T may want to elicit answers from the whole class by asking questions like "What can you see in the picture?" "Do you know where it is located?", "What does it look like?" etc. T might also want to elicit other information like "Do you now who built the Statue?", "Why was it built?" etc. Answer to the questions on page 160: 1. It's the Statue of Liberty. 2. It's the statue of a woman. 3. It's got a crown on its head. 4. It's got a tablet in its left hand. 5. It's holding a burning torch in its left hand. 6. It's wearing a robe. **Preteach vocabulary:** *Image (n): hình ảnh* *Symbol (n): biểu tượng* *Tablet (n): phiến đá hoặc phiến gỗ để viết lên* *Iron frame (n): khung sắt* – T gets Ss to make sentences about the Statue of Liberty with these new words to check that they understand and can use the words correctly. E.g. "*The Statue of Liberty is one of the most familiar images of the USA", "It is the symbol of freedom"* etc.	Pair work and whole class

Time	*Steps*	*Work arrangement*
8'	**WHILE YOU LISTEN** ***Task 1:*** – T introduces the task: Ss are going to listen about the Statue of Liberty and answer multiple-choice questions. – T gets Ss to read the questions carefully and work out what information they need to concentrate on while listening. Then T checks with the whole class (e.g. Ss need to find out where exactly in New York City the statue is situated, who made the statue, in what year it was completed, why it was built, and when tourists can visit it). – T gets Ss to read the options in each question carefully and underline the words that make them different. T checks with the whole class (e.g. in question 1 these words are "centre", "habour", and "suburbs", in question 2 they are "French", "American", and "British", etc.) – T gets SS to guess the answer to each question and then tells them they need to listen attentively to check if their guesses are confirmed. – T plays the tape (or reads the tapescript) once for Ss to listen and do the task. – Then T gets Ss to find a partner to check their answers with. – T checks the answers with the whole class. If many Ss cannot answer the questions, T plays the tape one or two more times and pauses at the answers for them to catch. ***Answer:*** 1. B 2.A 3.B 4.A 5.C	Whole class, individual work and group work

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>7'</td><td>

Task 2:

– T introduces the task: Ss need to complete the missing information about the Statue of Liberty.

– T checks if Ss can do the task without listening one more time. If they cannot, T plays the tape again. But before doing it, T asks Ss to study the table carefully for the missing information they need to fill and guess the answers. T might also want to remind Ss that while listening they need to focus on this information and write the answers down in note forms, not full sentences.

– After playing the tape, T gets Ss to work in pairs and check their answers.

– T calls on some Ss to give the answers. T provides correct answers if necessary. If many Ss cannot complete the task, T might want to let Ss listen one more time and pause at the answers for them to catch.

Answer:

<table>
<tr><td>Formal name</td><td>Liberty Enlightment the World</td></tr>
<tr><td>Height</td><td>93m (the statue is 46m high and the base and pedestrial are totally 47m high)</td></tr>
<tr><td>Weight</td><td>205 tons</td></tr>
<tr><td>Material</td><td>Cooper, iron frame</td></tr>
<tr><td>The base</td><td>Stone and concrete</td></tr>
<tr><td>Opening time</td><td>9:30am-5:00p.m daily but Christmas Day</td></tr>
</table>

Tapescript:

The Statue of Liberty, one of America's most familiar images, is on an island in New York Harbor. It is a symbol of freedom. Its formal name is Liberty Enlightening the World. It was a gift to American

</td><td>Whole class, individual work and group work</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	people from the French to show the friendship between two nations. This is the statue of a woman who is wearing a loose robe and a crown on her head. Her right hand holds a burning torch, and left hand holds a tablet with the date July 4, 1776 on it. The statue weighs 205 tons and is 46 m high. It stands on a stone and concrete base. The base and pedestal increase the height of the monument to 93 m. The outside is made of copper. Inside, it has an iron frame. The statue was completed in 1884 in France, and then transported to America in 1886. Tourists can visit the statue from 9.30 am to 5 pm daily except Christmas Day.	
10'	**AFTER YOU LISTEN** – T divides the class into small groups of 3 or 4 and sets up this situation: Within each group, one student will play the role of a tourist guide who is working at the Statue of Liberty and the rest will play the role of the tourists in New York. Ss will ask and answer questions about the Statue of Liberty, basing themselves on the information they have acquired from the listening tasks (but of course they can add more information if they want to). The tourist guide may open the conversation like this: "*OK, now we're in the New York Habour and this is the Statue of Liberty. The statue is one of the most familiar images of the country and it's the symbol of freedom*" and then stops there for the tourists to ask questions. – T goes around checking and offering help. – After checking that all the groups have finished, T calls on some groups to perform in front of the class. T listens and takes note of their errors. T provides corrective feedback after that.	

Time	*Steps*	*Work arrangement*
3'	**WRAPPING UP** – T summarises the main point of the lesson. – For homework, Ss write a short paragraph about the Statue of Liberty, using the information in the listening passage.	

Extra activities

A noughts and crosses game (to get Ss to practise speaking and revise vocabulary)

Steps	**Famous**	**Freedom**	**Star**	**France**
Statue of Liberty	**Crown**	**Touch**	**Tablet**	**Boats**
Gift	**Copper**		**United States**	**Friendship**
1886	**Liberty Island**	**New York**	**July 4 1776**	**Tour**
Symbol	**Woman**	**Transport**	**Harbour**	**Iron frame**

– T distributes this grid to SS and explains the rule of the game:

+ Ss work in pairs. One student is "noughts" ("O") and the other is "crosses" ("X").

+ One student starts. S/he chooses a word and makes a sentence about the Statue of Liberty with the word. E.g. *The Statute of Liberty is in New York, It is located on Liberty Island, People take boats to this island, France gave this statue to the U.S.A in 1886,* etc. If the sentence is correct, s/he puts her mark ("O" or "X") in that square.

+ The first student to get three-in-a row (across, down, or diagonally) wins.

Period 4
WRITING

1. Objectives

By the end of the lesson students will be able to:

– describe a city of their choice, using the structures and vocabulary they have learned in the lesson

2. Materials

Textbook, handouts

3. Anticipated problems

Students may not have sufficient vocabulary to write about the topic. Ss may also have difficult with paragraph writing so T should be ready to help them.

4. Procedure

Time	*Steps*	*Work arrangement*
5'	**WARM UP** **A word search** – T introduces the topic of the lesson: Describing a city.	Individual work and whole class

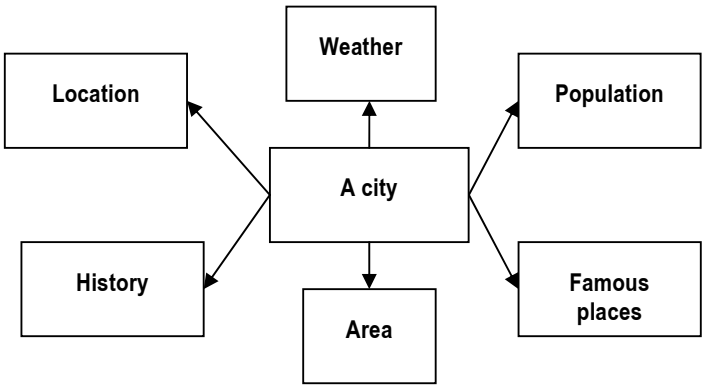
Time	*Steps*	*Work arrangement*
	– T then distributes the following wordsquare and asks Ss to find in it as many words related to the city as possible. Winners will be Ss who finish first. – T checks the answers with the whole class	

R	E	S	T	A	U	R	A	N	T
U	Z	S	T	A	T	I	O	N	O
F	K	L	I	B	R	A	R	Y	C
S	D	B	C	X	Q	Z	O	P	I
C	H	O	S	P	I	T	A	L	N
H	J	U	D	N	C	R	P	V	E
O	C	S	T	Y	W	L	A	P	M
O	M	U	S	E	U	M	R	O	A
L	R	O	T	C	B	X	K	O	B
A	M	S	H	O	P	E	N	L	H

Answer: Those words are:

shop	restaurant	cinema	library	pool
hospital	park	station	school	museum

R	E	S	T	A	U	R	A	N	T
U	Z	S	T	A	T	I	O	N	O
F	K	L	I	B	R	A	R	Y	C
S	D	B	C	X	Q	Z	O	P	I
C	H	O	S	P	I	T	A	L	N
H	J	U	D	N	C	R	P	V	E
O	C	S	T	Y	W	L	A	P	M
O	M	U	S	E	U	M	R	O	A
L	R	O	T	C	B	X	K	O	B

Time	*Steps*	*Work arrangement*
10'	**PREPARING SS TO WRITE** **Set the scene:** You are going to write a description of a city that you know well. – T gets Ss to work in groups of 3 or 4 and brainstorm what they would like to tell people about a city, for example, the location of the city, the famous place, the people, etc. – T calls on some groups to present their ideas. T might sum up the class' ideas by using this network:  ***Task 1:*** **Working with the model:** – T instructs Ss to read the model text about London and answer the questions in Task 1. – T checks the answers with the whole class: – T then asks Ss to comment on the way the information is organised in the model text. T might want to facilitate Ss by asking questions like "What does the first paragraph describes?", "What does the second paragraph describes" "What does the third paragraph describe?" etc. – T gets across to Ss that when they describe a city, there are many ways to organise their information.	Group work, individual work and whole class

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
A common way is to combine "location", "weather", "population", "areas", and "history" into one paragraph as "general information" and then make "famous places" and the most outstanding characteristics of the city a separate paragraph because these have to do with more "specific information" (however, there is no fixed rule about how we should organise their description):
<table>
<tr><td rowspan="5">Paragraph 1: General information</td><td>Location</td><td></td></tr>
<tr><td>Area</td><td></td></tr>
<tr><td>Weather</td><td></td></tr>
<tr><td>Population</td><td></td></tr>
<tr><td>History</td><td></td></tr>
<tr><td rowspan="2">Paragraph 3: Specific Information</td><td>Famous places</td><td></td></tr>
<tr><td>Most outstanding feature</td><td></td></tr>
</table>
– T might also want to draw Ss' attention to the language that is used to describe the above information. E.g.:
be situated/ be located
be founded by ... in ...
covers an area of ...
has a population of ...
be famous for ...
the best thing about ... is
Answer:
1. It is situated in southern England, on the River Thames.
2. It covers an area of 1610 km^2
</td><td></td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>3. It has a population of 7 million
4. It is the capital city of the U.K
5. It was founded by the Romans in 43AD
6. It is famous for its historic buildings, theatres, museums, and shops.
7. The parks cover a large area of the city and are ideal places for people to get away from the noisy and busy city life and relax.</td><td></td></tr>
<tr><td>20'</td><td>WRITING

Task 2:
– T gets Ss to read the task carefully and prepare ideas for writing. Ss may want to use the following table to help them while brainstorming ideas and making an outline.
<table>
<tr><td rowspan="5">Paragraph 1: General information</td><td>Location</td><td></td></tr>
<tr><td>Area</td><td></td></tr>
<tr><td>Weather</td><td></td></tr>
<tr><td>Population</td><td></td></tr>
<tr><td>History</td><td></td></tr>
<tr><td rowspan="2">Paragraph 3: Specific Information</td><td>Famous places</td><td></td></tr>
<tr><td>Most outstanding feature</td><td></td></tr>
</table>
– Ss exchange their outline with a partner and provide feedback to each other on ideas, organisation, and language use.
– T goes around checking and offering help.
– T collects some outlines and provides corrective feedback. T provides relevant vocabulary and structures if necessary.</td><td>Individual work, pair work and whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T gets Ss to write up their description individually in 10 minutes. – T gets Ss to work in pairs and correct each other's writing. – T goes around to offer help. **Sample writing*:*** *Hanoi, which is the capital city of Vietnam, was founded by the Ly dynasty in 1010. The city has a population of 3 million. Situated in northern Vietnam, on the Red River, it covers an area of 921 square kilometers.* *Hanoi is famous for many things. Tourists come from all over the world to see its historic monuments, such as One Pillar Pagoda, Temple of Literature, or Flag Tower of Hanoi. They also come to visit its museums, such as Vietnamese National History Museum, the National Museum of Ethnology, the National Museum of Fine Arts and the Revolution Museum.* *The most special thing about Hanoi is its Old Quarter and its lakes. The Old Quarter has the original street layout and architecture of the old Hanoi. And the lakes are ideal places for people to hang out and enjoy their free time.*	
7'	**FEEDBACK ON SS' WRITING** – T calls on some Ss to go and copy their writing on the board. Then T elicits or provides corrective feedback. T should draw Ss' attention to both idea organisation and language use.	Whole class
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, T asks Ss to do the extra activity below.	

Extra activities:

Choose one of the following city fact sheets to write about.

Name	Ho Chi Minh City
Founding year:	1698 (Nguyen Dynasty)
Area:	2,095 km2
Population:	6.3 million
Location:	Southern Vietnam, near the Mekong Delta
Famous places:	China Town, Ben Thanh Market, Nha Rong Memorial House, Notre Dame Cathedral, Reunification Hall, Revolutionary Museum, Đầm Sen Tourist and Cultural Park, Suoi Tien Cultural Park

Name:	Paris
Founding year:	250BC (by Celtic migrants)
Area:	14,518.3 km2
Population:	11.5 million
Location:	North-central France, on the River Seine
Famous places:	Champs-Elysees Avenue, Arc de Triomphe, Eiffel Tower, Notre Dame Cathedral, Lourve Museum, Luxumbourg Garden, Monmarte Hill, Latin Quarter, Pantheon Church, Pere Lachaise Cemetry, La Concorde Square, Disneyland Resort Paris

Period 5
LANGUAGE FOCUS

1. Objectives

By the end of this lesson, Ss will be able to:

- Distinguish the sounds /θ/ and /đ/
- Pronounce the words and sentences containing these sounds correctly

– Distinguish non-defining and defining relative clauses with "which" and use them correctly to connect sentences when speaking and writing
– Use structure with "although" to contrast ideas

2. Materials

Textbook, handouts

3. Anticipated problem

Students may find it hard to distinguish and produce the two sounds /θ/ and /đ/. They might also have difficulty distinguishing and using defining and non-defining relative clauses correctly. Therefore, T should be ready to assist them.

4. Procedures

Time	*Steps*	*Work arrangement*
7'	**PRONUNCIATION** **Distinguishing sounds** – T models the two sounds /θ/ and /đ/ for a few times and explains the differences in producing them (i.e. when producing /θ/ Ss need to place the tip of their tongue between the teeth but when producing /đ/ Ss need to place the tip of their tongue behind the upper front teeth). – T plays the tape (or reads) once for Ss to hear the words containing these two sounds. Then T plays the tape (or reads) again and this time asks Ss to repeat after the tape (or T). – T asks Ss to read the words in each column out loud in chorus for a few more times. Then T calls on some Ss to read the words out loud. T listens and corrects if Ss pronounce the target words incorrectly. If many Ss do not pronounce the words correctly, T may want to get them to repeat after the tape (or himself) again in chorus and then individually.	

Time	*Steps*	*Work arrangement*
	Practising sentences containing the target sounds – T asks Ss to work in pairs and take turn to read aloud the given sentences (p. 164, Practise these sentences). – T goes around to listen and takes notes of the typical errors. – T calls on some Ss to read the sentences again and provides corrective feedback.	
15'	**EXERCISE 1:** **Non-defining vs. defining relative clauses with "which".** **a. Presentation:** – T gets Ss to read the example in the textbook (p.164): *New York Habour, which is ice-free in all seasons, is one of the largest and finest habours in the world.* – T then elicits or presents the form, meaning and use of non-defining vs. defining relative clauses with "which": + Form: ✓ The relative pronoun "which" can function as a subject or an object in non-defining and defining relative clauses. E.g.: Subject: *Hanoi, which is the capital city of Vietnam, is located on the Red river.* *Vietnam is the country which hosted APEC 2006* Object: *Hanoi, which I love so much, is my hometown.* *The book which I am going to lend you is given to me by the author himself.*	Whole class, individual work, pair work and group work

Time	*Steps*	*Work arrangement*
	✓ We need to place a comma to separate a non-defining relative clause from the main clause if it comes at the end of the sentence and two commas if it is inserted within the sentence. We don't need a comma in the case of defining relative clauses. + Meaning: A clause introduced by a relative pronoun + Use: ✓ We use defining relative clauses to give **essential information** to **define** or identify the thing we are talking about. Obviously, this is only necessary if there is more than one thing involved. ✓ We use non-defining relative clauses not to define or identify things but to **add more information** to the things we are talking about. Without this additional information, the sentence still makes sense because it is already clear what things we are talking about. − Before going to the practice stage, T gets Ss to make sentences with both defining and non-defining relative clauses to check that they understand and use these structures correctly. **b. Practice** – T gets Ss to do Exercise 1 individually and then find a partner to check their answers with. – T checks with the whole class and provides corrective feedback. ***Answer:*** All the relative clauses in this exercise are non-defining because they serve to give additional information only. *1. Washinton DC, which <u>is located on the East Coast of the USA</u>, has many interesting and historical places to visit.* 2. *Brasilia, <u>which is located on Granada River</u>, became*	

Time	Steps	Work arrangement
	the capital of Brazil in 1960. 3. *Mexico City, which has a population of nearly 20,000,000, is the largest metropolitan area in the world.* 4. *Seoul, which hosted the 1988 Summer Olympics, is well-known for its shopping centres.* 5. *There are many temples in Kyoto, which used to be the capital of Japan.* – If T checks that Ss still have problems distinguishing and using non-defining vs. defining relative clauses, T can use one of the extra activities given at the end of this lesson plan for Ss to do practise further. **c. Production: Story-telling game** – T divides the class into small groups of 3 or 4 and introduces the game: Ss are going to work in their own groups to expand the story given to them by using as many non-defining relative clauses as possible. They will have 5 minutes to do this. After 5 minutes, all groups will present their story. Which group has more correct and meaningful non-defining relative clauses will be the winner. – T distributes Ss the following handouts: Expand the following story by using as many non-defining relative clauses as you can. Feel free to make a funny story! *A man called Peter took an airplane to New York to visit his sister. When he arrived at the airport, an old man asked him a question. Peter gave a short reply and the man invited him for a drink. Peter accepted, and after he had the drink, he caught the airplane to New York. When he got to his sister's apartment, his sister invited him into the living room. As he entered the room, he was surprised to see the same man.*	

Time	*Steps*	*Work arrangement*
	– T goes around to check and offer help ***Possible Answer:*** *A man called Peter took an airplane to New York to visit his sister,* **who lives and works in New York**. *When he arrived at the airport,* **which is not too far away from the city centre,** *an old man asked him a question. Peter gave a short reply and the man invited him for a drink,* **which certainly pleased Peter because he likes drinking**. *Peter accepted,* **which pleased the man, too** *and after he had the drink, he caught the airplane to New York,* **where his sister is waiting for him**. *When he got to his sister's apartment,* **which is situated right in the downtown and so easy to find,** *his sister invited him into the living room. As he entered the room, he was surprised to see the same man.*	
10'	**EXERCISE 2:** **a. Presentation:** – T gets Ss to read the example in the textbook (p.165): *New York is not the capital of the USA. It is the home of the United Nations.* *Although New York is not the capital of the USA, it is the home of the UN.* – T then elicits the form, meaning, and use of the structure with "although": + Form: The subordinate clause with "although" can come either before or after the main clause. Don't use "although" together with "but". E.g.: Right: Although it rained, we went out for dinner instead of having our dinner delivered. Wrong: Although it rained, but we went out for dinner instead of having our dinner delivered. + Meaning: in spite of the fact that	Whole class, individual work, and pair work

Time	*Steps*	*Work arrangement*
	+ Use: We use this conjunction to contrast ideas. – Before going to the practice stage, T gets Ss to make sentences with both defining and non-defining relative clauses to check that they understand and use these structures correctly. **b. Practice** – T gets Ss to do Exercise 2 individually and then find a partner to check their answers with. – T checks the answers with the whole class and provides corrective feedback. ***Answer:*** 1. *Although there is not much to do in the countryside, I prefer living in there.* *2. Although there is much pollution in Los Angeles, it is an ideal place to live.* *3. Although the shops are crowded, people are not buying much.* *4. Although the city is a favourite tourist destination for many people, it has its problems.* *5. Although it is a safe neighbourhood, it is best to be careful.* **c. Production:** **Talking about the city life** – T gets Ss to work in pairs and talk about the advantages and disadvantages of living in the city. Ss need to use "although" to connect their sentences. – T calls on some SS to go and write their sentences on the board. T gives corrective feedback.	
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, Ss do the extra activities given below	

Time	*Steps*	*Work arrangement*
	and the exercises in their workbook.	

Extra activities:

Exercise 1

Decide whether the following clauses are defining or non-defining clauses. Insert commas where necessary.

1. I received 6 letters yesterday. The letter which included an invitation to Mary and Peter's wedding arrived by the first post.
2. We'll have the party on Sunday 23 December which is the day right before Christmas.
3. Beckham's second goal which was scored in the final minutes won England the cup.
4. The have designed a microwave oven which can defrost a frozen chicken in just ten seconds.
5. We were unable to get tickets for Madonna's concert which was a sell-out.
6. Have you seen the awful hat which Mary's bought for the wedding?
7. I don't know any restaurant which is still open after 10p.m

Exercise 2: Combine the sentences into one single sentence using relative clauses.

1. My flat is in an old part of the city. It was built in the 1920s.
2. The traffic is very noisy. It passes my flat.
3. The local market sells excellent local produce. It is a two-minute walk from my flat.
4. In my study there are doors leading to the balcony. The balcony overlooks the street. You can see a long way in both directions from my balcony.
5. The price of flats in this area has risen since 1998. I bought my flat in 1998. This means I could make money if I sold my flat.
6. The government carried out a census. According to the census there are more people moving into the area. This makes me think that the council should invest more money here.

Answer:

Exercise 1:

1. I received 6 letters yesterday. The letter which included an invitation to Mary and Peter's wedding arrived by the first post. (DEFINING)
2. We'll have the party on Sunday 23 December, which is the day right before Christmas. (NON-DEFINING)
3. Beckham's second goal, which was scored in the final minutes, won England the cup. (NON-DEFINING)
4. The have designed a microwave oven which can defrost a frozen chicken in just ten seconds. (DEFINING)
5. We were unable to get tickets for Madonna's concert, which was a sell-out. (NON-DEFINING)
6. Have you seen the awful hat which Mary's bought for the wedding? (DEFINING)
7. I don't know any restaurant which is still open after 10p.m. (DEFINING)

Exercise 2:

1. My flat, which was built in the 1920s, is in an old part of the city.
2. The traffic which passes my flat is very noisy
3. The local market, which is a two-minute away from my flat, sells excellent local produce.
4. In my study there are doors leading to the balcony, which overlooks the street and from which you can see a long way in both directions.
5. The price of flats in this area has risen since 1998. I bought my flat in 1998, which means I could make money if I sold my flat.
6. The government carried out a census according to which there are more people moving into the area, which makes me think that the council should invest more money here.

UNIT 16
HISTORICAL PLACES

Period 1
READING

1. Objectives

By the end of the lesson students will be able to:

- Develop such reading micro-skills as scanning for specific ideas and guessing meaning in context.
- Use the information they have read to talk about Van Mieu –Quoc Tu Giam

2. Materials

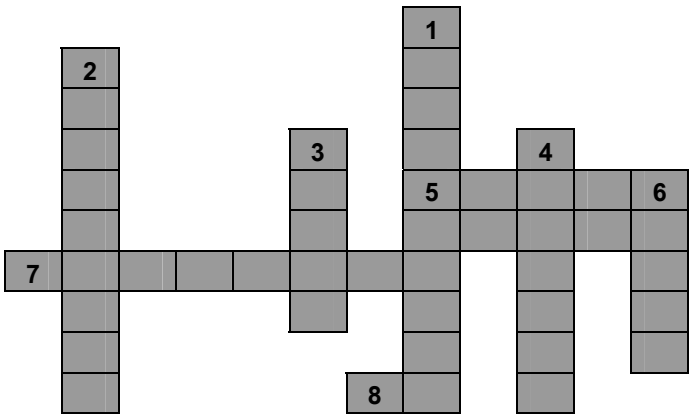
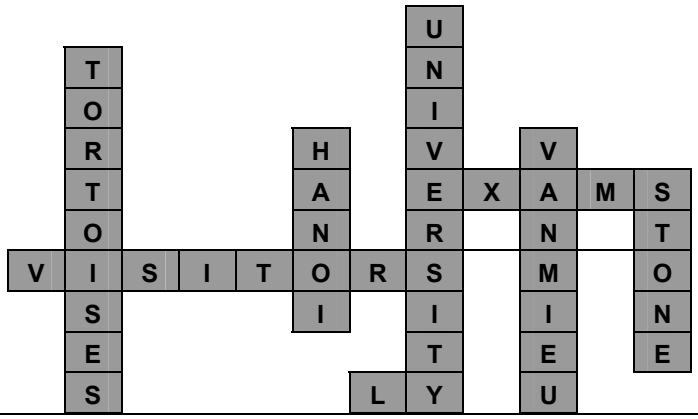
Textbook, handouts, A0 size posters

3. Anticipated problems

Students may not have sufficient vocabulary to read and talk about the topic, so T should be ready to help them.

4. Procedure

Time	*Steps*	*Work arrangement*
7'	**WARM-UP: CROSSWORD PUZZLE** – T divides the class into small groups of 3 or 4 and introduces the game: Ss are going to work in their own groups to solve this puzzle about Van Mieu – Quoc Tu Giam. Which group finishes first will be the winner. – T might want to explain some new words in the questions. E.g.: "stelae" (Question 2) and "dynasty" (Question 8).	Group work and whole class

Time	*Steps*	*Work arrangement*
	– T observes and checks that Ss work  ***Down*** 1. What Quoc Tu Giam is considered to be 2. The stone stelae are carried on the backs of these animals 3. The city where Van Mieu -Quoc Tu Giam is located 4. The site of the oldest university of Vietnam (2 words) 6. The material to make the stelae ***Across*** 5. What took place in Van Mieu -Quoc Tu Giam in feudal times 7. People come to see Van Mieu -Quoc Tu Giam 8. The dynasty that founded Van Mieu -Quoc Tu Giam ***Answer:***  	

Time	*Steps*	*Work arrangement*
7'	**BEFORE YOU READ** – T uses the picture on page 166 in the textbook to introduce the topic of the lesson. E.g. T might start by asking questions like "What can you see in the picture?" "Do you know this place?", "Where is it?" etc. and leads to the topic by saying something like "So can someone guess what we are going to read about?" – T instructs Ss to work in pairs and answer the questions in "Before you read" (p.166). Ss might want to use some of the information from the puzzle to answer Question 2. – T calls on some Ss to present their answers. T asks the whole class if they agree and provides correct information if no Ss can answer the questions correctly. **Suggested answers:** 1. Co Loa Citadel, Hoa Lu Capital, Con Son – Kiep Bac Site, Den Hung Remains, Pac Bo Site, Dien Bien Phu Site, Son La Prison and Museum, Quang Tri Citadel, Hue Imperial City, Hoi An City, etc. 2. Yes it is. It is the first university of Vietnam. 3. Van Mieu – Quoc Tu Giam was founded in 1070 by the Ly Dynastry. Quoc Tu Giam is considered the first university of Vietnam and it was established on the site of Van Mieu. In the past the royal exams tool place here and the first comers in these exams were honoured by having their names, places of origins and achievements engraved on stone stelae, which were carried on the backs of giant turtles. These stelae still stand today. Van Mieu-Quoc Tu Giam is one of the most visited places in Hanoi.	Whole class and pair work

Time	*Steps*	*Work arrangement*
	Preteach vocabulary: *Note:* T should not teach the words that will appear in Task 1. *Relic (n): remains (di tích)* *Confucian (a): người theo Đạo Khổng, theo tư tưởng Khổng giáo* *Confucianism (n): Đạo Khổng* *Stele – stelae (n): bia đá* *Banyan trees (n): cây đa* *Tortoise (n): turtle* – If necessary, T gets Ss to make sentences with these words to check that they know how to use the words correctly.	
10'	**WHILE YOU READ** Set the scene: You are going to read about Van Mieu – Quoc Tu Giam, a famous historical and cultural relic of Hanoi and do the tasks that follow. ***Task 1:*** – T introduces the task and gets Ss to read the passage silently. While Ss are reading, T writes these words on the board: *originally, representative, memorialise, engrave, flourish* – T calls on some Ss to read aloud the words on the board. Then T instructs Ss to go back to the passage to locate and read around these words so that they can guess their meanings. For example, the word "originally" found in line 2 may be best replaced by "initially" because it refers to the beginning of the Van Mieu – Quoc Tu Giam.	Individual work and whole class

Time	*Steps*	*Work arrangement*
7'	– T might want to check that Ss understand all these words correctly by calling on some Ss to tell the meanings of the words in Vietnamese. – Then T asks Ss to go back to the task and use their knowledge of the italicised words to do the task. – T checks the answers with the whole class. ***Answers:*** 1. B 2. A 3.C 4. B 5. C ***Task 2:*** – T checks if Ss can answer the T/F questions in Task 2 after their first reading of the passage. If they cannot, T gets Ss to read through all the 6 questions in Task 2 and identify the key words in each question. For example, in question 1, these might be "construction" and "1067-1779". In question 2, these might be "Quoc Tu Giam" and "first university", etc. – Now T instructs Ss to go back to the passage and locate these words. Ss should read around these words carefully to find the answers to the questions. – Then T gets Ss to check their answers with a friend. – T calls on some Ss to present and explain their answers. T gives feedback and correct answers. ***Answer:*** 1. F (line 2 – it was built in 1070) 2. T (line 4) 3. F (line 5 – from 11th century to 18th century) 4. F (the last paragraph - it is an example of well-preserved traditional Vietnamese architecture) 5. T (the last paragraph – The banyan trees in Van Mieu witnesses festivals and examinations during feudal times) 6. T (The last paragraph – these trees continue to flourish)	Individual work, pair work and whole class

Time	*Steps*	*Work arrangement*
10'	**AFTER YOU READ** – T divides the class into small groups of 3 or 4 and introduces the task: Ss are going to work in their own groups and prepare a talk about Van Mieu – Quoc Tu Giam for a radio program on Vietnam's history and culture. Ss might want to use the suggestions provided in the task to help them generate ideas. – T goes around checking and offering help. T might want to give each group an A0-size poster to write their ideas on. T gets across to Ss that they should write in the note form but not full sentences. – T calls on the groups to stick their posters on the board and calls on the representative of each group to present in front of the class. While Ss are speaking, T takes notes of their errors and provides corrective feedback afterwards. **Suggested talk:** *Van Mieu –Quoc Tu Giam is a historical and cultural relic of Vietnam, which attracts a great number of visitors every year. Van Mieu –Quoc Tu Giam was built originally by the Ly dynasty in 1070 in Hanoi. Quoc Tu Giam was considered the first university of Vietnam, which was established on the grounds of Van Mieu. Royal exams used to take place here and the first comers were honoured by having their names carved on the stone stelae. These stelae were carried on the backs of giant tortoises, which can still be seen today.*	Groupwork and whole class
3'	**WRAPPING UP** – T summarises the main points of the lesson. – At home Ss learn by heart the new words and makes sentences with them.	

Supplementary reading on Van Mieu –Quoc Tu Giam

TEMPLE OF LITERATURE

Location: Temple of Literature is located on Van Mieu Street, 2km west of Hoan Kiem Lake.

Characteristics: *Van Mieu –Quoc Tu Giam* is a famous historical and cultural relic consisting of the Temple of Literature and Vietnam's first university. The Temple of Literature was built in 1070 in honour of Confucius, his followers and Chu Van An, a moral figure in Vietnamese education.

Quoc Tu Giam, or Vietnam's first university, was built in 1076. Throughout its hundreds of years of activity in the feudal, thousands of Vietnamese scholars graduated from this university.

In 1483 *Quoc Tu Giam* was changed into Thai Hoc Vien (Higher Educational Institute). After decades of war and natural disasters, the former construction was completely destroyed. In preparation for the celebration of the 1000th anniversary of Thang Long (present day Hanoi) another construction has been built following the model of the previous Thai Hoc Vien on the same ground. The work includes the front hall, the back sanctuary, lean-tos on the left and on the right, the courtyard, and subsidiary structures.

This site preserves historical vestiges of a 1,000-year-old civilization such as statues of Confucius and his disciples (Yan Hui, Zengshen, Zisi, Mencius), and ancient constructions such as Khue Van Cac (Pavilion of the Constellation of Literature) and the Worshipping Hall.

Extra acitvities

Read the following article and answer the T/F questions below.

TAJ MAHAL NIGHTS

"Taj Mahal nights" is not the name of a new Indian restaurant, but a must-to-see on your trip to the sub-continent. The world-famous Taj Mahal reopened its majestic doors to the public for night-time viewing for the first time in twenty years yesterday (Saturday). One of the 300 lucky visitors who were present at the monument last night, photographer Raghu Rai, told the AFP press agency: "When moonlight falls on the white marble it's like a glowing diamond, a jewel in space."

Ring your travel agent now! Taj Mahal will be open only on the five nights a month at the time of full moon. And only a maximum of 400 visitors will be allowed one night. A ban on night viewing was imposed in 1984 because

people feared that the monument might be attacked at night by Sikh militants. Fears for the Taj's safety continued during the tensions between India and Pakistan over Kashmir and their nuclear weapons race.

The 17th-century architectural masterpiece was built by the heartbroken Mughul emperor Shah Jahan as a monument of his love for his second wife Mumtaz Mahal. It is now recognized as one of the seven modern wonders of the world as well as one of the most romantic and photographed sightseeing spots. It was designated as a UNESCO World Heritage site in 1983. It was restored two years ago in preparation for its 350th anniversary, celebrated in September.

(a) Taj Mahal Nights is the name of a new Indian restaurant. T / F
(b) The Taj Mahal is on the Indian sub-continent. T / F
(c) The Taj Mahal reopened its doors for night-time viewing yesterday. T / F
(d) The Taj Mahal will be open every night from now on. T / F
(e) Taj Mahal night viewing was banned in 1954. T / F
(f) The Taja Mahal was attacked by the Pakistani air force. T / F
(g) The Taj Mahal was built 350 years ago. T / F
(h) The Taj Mahal was built for a British king. T / F
(i) The Taj Mahal is a monument of love. T / F
(j) The Taj Mahal is waiting to be a UNESCO World Heritage Site. T /F

Answer:

(a) Taj Mahal Nights is the name of a new Indian restaurant. F
(b) The Taj Mahal is on the Indian sub-continent. T
(c) The Taj Mahal reopened its doors for night-time viewing yesterday. T
(d) The Taj Mahal will be open every night from now on. F
(e) Taj Mahal night viewing was banned in 1954. F
(f) The Taja Mahal was attacked by the Pakistani air force. F
(g) The Taj Mahal was built 350 years ago. T
(h) The Taj Mahal was built for a British king. F
(i) The Taj Mahal is a monument of love. T
(j) The Taj Mahal is waiting to be a UNESCO World Heritage Site. F

Period 2
SPEAKING

1. Objectives

By the end of the lesson students will be able to:

- Ask and answer questions about a historical place, based on the vocabulary and structures that they have learned in the lesson.
- Talk about a historical place based on the given information

2. Materials

Textbook, handouts

3. Anticipated problems

Students may not have sufficient vocabulary to talk about the topic, so T should be ready to help them.

4. Procedure

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>5'</td><td>

WARM-UP: A MATCHING GAME

– T divides the class into small groups of 3 or 4 and introduces the game: Ss are going to work in their own groups to match the names of different historical places or places of interest in Hanoi with their English translations. The group which finishes first will win the game.

– T goes around to observe and check that Ss work.

– T checks with the whole class.

<table>
<tr><td>1. Chùa Một Cột</td><td>a. Presidential Palace</td></tr>
<tr><td>2. Cột cờ Hà Nội</td><td>b. Temple of Literature</td></tr>
<tr><td>3. Bảo tàng Cách mạng</td><td>c. Ho Chi Minh Mausoleum</td></tr>
<tr><td>4. Văn Miếu</td><td>d. National Museum of Ethnology</td></tr>
</table>

</td><td>Group work and whole class</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
<table>
<tr><td>5. Lăng Hồ Chủ Tịch</td><td>e. Co Loa Citadel</td></tr>
<tr><td>6. Phủ Chủ tịch</td><td>f. National Museum of Fine Arts</td></tr>
<tr><td>7. Bảo tàng Dân tộc học</td><td>g. One Pillar Pagoda</td></tr>
<tr><td>8. Bảo tàng Lịch sử</td><td>h. Flag Tower of Hanoi</td></tr>
<tr><td>9. Bảo tàng Mỹ thuật</td><td>i. Revolution Museum</td></tr>
<tr><td>10. Thành Cổ Loa</td><td>j. Vietnamese National History Museum</td></tr>
</table>
Answer:
1. g 3. i 5. c 7. d 9. f
2. h 4. b 6. a 8. j 10. e
</td><td></td></tr>
<tr><td>10'</td><td>
Task 1:
– T introduces the task: Ss are going to work in pairs to ask and answer about Ho Chi Minh's Mausoleum,a historical place of Hanoi.
– T gets Ss to study the fact sheet of the monuments carefully. T gets Ss to guess or T explains new words or phrases himself/ herself if any. E.g.:
stand (n): place
late: deceased, no longer holding the position (cố, cựu, nguyên)
– T gets some Ss to read aloud the model conversation on page 169 and elicits the ways to ask for the information covered in the fact sheet. E.g.:
<table>
<tr><td>Location:</td><td>Where is it located?
Where is it situated?</td></tr>
<tr><td>Construction:</td><td>When was it constructed?
When was it built?
In what year was it constructed?
In what year was it built?
When did the construction start?
In what year did the construction</td></tr>
</table>
</td><td>Whole class and pair work</td></tr>
</table>

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
<table>
<tr><td></td><td>begin?
When did the construction finish?
In what year did the construction finish?
How many floors are there?
What is the use of each floor?
What is the first floor used for?
What is the second floor used for?</td></tr>
<tr><td>Visiting hours:</td><td>What are the visiting hours?
On what day can we visit it?
On what days is it open?
Is it open at weekends?
Is it open only on week days?
What time can we visit it?
What time is it open?
What time is it closed?</td></tr>
<tr><td>Rules:</td><td>Are we allowed to take photos inside?
Is photography allowed inside?</td></tr>
</table>
– T models by asking these questions for Ss to answer. T provides immediate correction if Ss make errors
– After checking that Ss can handle the task by themselves, T gets Ss to work in pairs to ask and answer the above questions.
– T goes around checking and offering help.
– T calls on some pairs to perform in front of the class. While Ss are speaking, T takes notes of their errors and provides corrective feedback after that.
</td><td></td></tr>
<tr><td>15'</td><td>Task 2: An information gap activity
– T introduces the task: Ss are going to work in pairs and ask and answer questions about two historical places, namely Hue Imperial City and Thong Nhat Conference Hall.</td><td>Whole class and pair work</td></tr>
</table>

Time	Steps	Work arrangement
	– T pre-teaches some vocabulary: *World Cultural Heritage: Di sản văn hoá thế giới* *Comprise (v): Bao gồm* *The Royal Citadel: Hoàng thành* *The Imperial Enclosure: Thành nội* *The Forbidden Purple City: Tử cấm thành* *Admission: giá vé vào cửa* *Reunification Hall: Dinh Thống nhất* *To be heavily damaged: bị phá huỷ nặng nề* *Air bombardment: ném bom* *Decorate (v): trang trí* *Chamber: room* – T hand out the cards that he/ she prepares before class: *Card 1A* Tell your partner about Hue Imperial City, using the following information: **Hue Imperial City** – Listed as a World Cultural Heritage by UNESCO in 1993 – In Hue city, 654 km from Hanoi and 1071 km from HCMC – Construction: started 1805 and completed 1832 – Comprises 3 sections: the Royal Citadel, the Imperial Enclosure, and the Forbidden Purple City. – Open daily – Admission costs 55,000VND *Card 1B* Ask your partner for the following information about Hue Imperial City **Hue Imperial City** – Recognised by UNESCO? – Location? – Construction starting and ending? – Inside? – Visiting hours? – Admission?	

Time	*Steps*	*Work arrangement*
	Card 2A Tell your partner about Thong Nhat Conference Hall, using the following information: **Thong Nhat Conference Hall** – Also called Reunification Hall or Presidential Palace – In District No1, HCMC, 1,730 km south of Hanoi – Originally built in 1865 and heavily damaged by an air bombardment in Feb 1963 – Rebuilt and construction completed in 1963 – Has 5 floors with 100 beautifully decorated rooms and chambers – Open daily from 7:30 to 11:00 a.m and 1:00 to 4:00 p.m – Admission costs 10,000VND *Card 2B* Ask your partner for the following information about Thong Nhat Conference Hall **Thong Nhat Conference Hall** – Other names? – Location? – Construction starting and ending? – Any damage during the war? Reconstruction needed? – Inside? – Visiting hours? – Admission? – T tells Ss to close their books and work in pairs. T distributes each pair two sets of cards above. T needs to make sure that Ss have different Cards A. This means if one student already has Card 1A, the other student will have Card 2A. T asks Ss to ask and answer questions about the places in the cards. The student with a Card A will start first and the student with the corresponding Card B will answer.	

Time	*Steps*	*Work arrangement*
	Remember that the purpose of this information gap activity is to create a reason for Ss to communicate, so T should make sure that Ss don't look at each other's card while they talk. – T goes around observing and offering help. – T calls on some pairs to perform in front of the class and provides corrective feedback.	
12'	***Task 3:*** – T introduces the task: Ss are going to work in groups to ask and answer questions about a historical place they have been to. – T divides the class into groups of 3 or 4 and instructs Ss to do the task. T needs to remind Ss to take notes of their friends' talk while listening so that later they can report to the class. – T goes around checking and offering help. – T calls on Ss from different groups to report about a historical place that they have learned about from their friends. – T takes notes of Ss' errors while they are speaking and provides corrective feedback afterwards.	Group work and whole class
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, Ss choose one of the historical places that they have talked about in the lesson and write a paragraph about it.	

Extra activities

Supplementary reading on Hue City:

Hue is the former modern capital of Vietnam. It is well known for its monuments and architecture. It is the capital city of Thừa Thiên Huế province. Its population stands at about 340,000 people. The city is located

in central Vietnam on the banks of the Sông Hương (Perfume River), just a few miles west of the South China Sea. It is about 540 km (335 mi.) south of the national capital of Hanoi and about 644 km (400 mi.) north of Hồ Chí Minh City, the country's largest city formerly known as Saigon.

On the north side of the river is the Citadel, the centre of the historic city. Most of Huế's important monuments, temples, and pagodas are found in this area. The south side of the river is newer, and contains most of the city's business and residential areas. Huế's most outstanding attractions are the royal citadel, an imperial city and the emperor's tombs. Huế's complex of monuments is listed among the UNESCO's World Heritage Sites.

Dictogloss

T reads these sentences slowly for Ss to take notes. After 2 times of reading, T asks Ss to reconstruct the sentences based on their notes and knowledge of grammar and vocabulary.

1. George Washington was the first President of the USA.
2. He is called The Father of the USA.
3. He led the American troops in the Revolutionary War.
4. The USA fought England in the Revolutionary War.
5. Washington D.C is named after him.
6. President Day honours Washington and Lincoln.
7. President Day is in February.

Period 3
LISTENING

1. Objectives

By the end of the lesson students will be able to:

- Develop such listening micro-skills as listening for specific information and listening for detailed information
- Use the information in the listening passage to talk about Hoi An

2. Materials

Textbook, cassette tapes, A0 sized posters

3. Anticipated problems

Students may not have sufficient vocabulary to listen and talk about the topic, so T should be ready to help them.

4. Procedure

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td>7'</td><td>

WARM UP

– T gets Ss to work in pairs and answer the questions on page 171 of the textbook:

Look at the pictures then answer the following questions.

1. What is the name of the place?

2. Which places have you been to?

3. Which one would you like to visit most? Why?

– T goes around to observe and check that Ss work.

– T checks the answers with the whole class.

Answer:

<table>
<tr><td>1. Notre Dame Cathedral – HCMC (Nhà thờ Đức Bà)
Note: The name "Notre Dame Cathedral" is borrowed from the French language because this cathedral was constructed based on the model of the "Notre Dame Cathedrale de Paris" (i.e. Notre Dame Cathedral of Paris – Nhà thờ Đức Bà Pa-ri)</td><td>2. Ha Long Bay –Quang Ninh Province (Vịnh Hạ Long)
Note: Ha Long Bay was listed as World Heritage by UNESCO in 1994. It is one of Vietnam's most popular tourist destinations.</td></tr>
</table>

</td><td>Pair work and whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	 3. The Huc Bridge (Sword Lake) – Hanoi (Cầu Thê Húc, Hồ Hoàn Kiếm) 4. Noon Gate –Hue Imperial City (Ngọ Môn)	
10'	**BEFORE YOU LISTEN** – T tells Ss to look at pictures on page 172 of their textbook and guess what they are going to listen about. T might want to elicit the answer by asking questions like "What can you see in picture 1?", "What about picture 2 and picture 3?", "Where are these places?", "What city or town do you think we are going to listen about?" T might want to elicit or provide the Vietnamese equivalents to the English names under each picture. *Assembly Hall of Cantonese Chinese Congregation: Hội quán Quảng Đông* *Tan Ky House: Nhà Tấn Ký* *Japanese Covered Bridge: Cầu Nhật Bản*	Whole class and group work

Time	*Steps*	*Work arrangement*
	– T introduces the topic of the lesson. Then T gets Ss to work in groups of 3 or 4 and list down all what they know about Hoi An. – T goes around to observe and check that Ss work. – T elicits answers from the different groups. T provides vocabulary or further information if necessary. **Some information about Hoi An:** *Hoi An is an ancient town, which is situated on the Thu Bon River. It is located in Da Nang city. Hoi An was a big trading port of Vietnam in the 16th and 17th centuries. Merchant vessels came here from all over the world: China, Japan, Italy, Portugal, Holland, and so on. Hoi An is recognised as a World Cultural Heritage by UNESCO. With its well-preserved ancient architecture Hoi An has become a popular tourist destination for both Vietnamese and international visitors. Famous places in Hoi An include the Assembly Hall of Cantonese Chinese Congregation, the Japanese Bridge, and Tan Ky house.* **Preteach vocabulary:** – T instructs Ss to look at the words given at the top of page 172 of the textbook. T plays the tape once or twice for Ss to listen and repeat the words after the tape. – T elicits or explains the meanings of these words: *Merchant: nhà buôn* *Vessel: big ship (tàu thuyền)* *Ornamental (a): để trang trí* *Certify: chứng thực, chứng nhận*	

Time	*Steps*	*Work arrangement*
	WHILE YOU LISTEN	
7'	***Task 1:*** – T gets Ss to read the questions carefully and work out what information they need to concentrate on while listening. Then T checks with the whole class. – T gets Ss to read the options in each question carefully and underline the words that make them different. T checks with the whole class (e.g. in question 1 these are the numbers 13, 30 and 16; in question 2 they are "Southeast Asia", "19th century", and "Far East", etc.) – T gets SS to guess the answer to each question and then tells them they need to listen attentively to check if their guesses are confirmed. – T plays the tape (or reads the tapescript) once for Ss to listen and do the task. – Then T gets Ss to find a partner to check their answers with. – T checks the answers with the whole class. If many Ss cannot answer the questions, T plays the tape one or two more times and pauses at the answers for them to catch. ***Answer:*** 1. B 2.A 3.C 4.C 5.C	Whole class, individual work and pair work
10'	***Task 2:*** – T checks if Ss can answer the questions in Task 2 without listening again. If they cannot, T plays the tape for them to listen again but before doing this, T should encourage Ss to read through all the questions, identify the information they need to look for in each question (by finding the key words and the question word, e.g. "what', "why', "when", "how", etc.) and if possible, predict the answers.	Whole class, individual work and pair work

Time	*Steps*	*Work arrangement*
	– Then T plays the tape again for Ss to listen and answer the questions. While Ss are listening, T should encourage them to note down the answers. T should remind Ss to write down only the main points in note forms but not full sentences. – T gets Ss to check their answers with a partner. Then T checks with the whole class. T should play the tape again and pause at difficult points if many Ss cannot complete the task. ***Answer:*** 1. *On the Thu Bon River, 30 kilometres south of Danang.* 2. *It was known as a major trading centre in Southeast Asia between the 16th and 17th century.* 3. *It's famous for its old temples, pagodas, small title-roofed houses and narrow streets.* 4. *They were made of wood and their pillars were carved with ornamental designs.* 5. *It was built in 1855.* 6. *It was nearly two centuries ago.* 7. *The house now looks almost exactly as it did in the early 19th century.* 8. *In 1999.* **Tapescript:** *The ancient town of Hoi An lies on the Thu Bon River, 30 km south of Da Nang. It was formerly a major trading centre in Southeast Asia between the 16th and 17th centuries. Hoi An was also an important port for Dutch, Portuguese, Italian, Chinese, Japanese and other merchant vessels from the Far East.* *Hoi An is famous for its old temples, pagodas, small tile-roofed houses and narrow streets. All the houses were made of wood and their pillars were carved with ornamental designs.*	

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>One of the main attractions of Hoi An is the Japanese Covered Bridge, which was built in the 16th century and is still well-preserved. All visitors to Hoi An are recommended a visit to the Assembly Hall of Cantonese Chinese Congregation. This house was built in 1855 and still keeps many precious objects that belonged to the Chinese community of Hoi An. Another attractive address to tourists is Tan Ky House, which was constructed nearly two centuries ago as a house of a Vietnamese merchant. The house now looks almost exactly as it did in the early 19th century.

In recent years, Hoi An has become a popular tourist destination in Vietnam. In 1999 it was certified by UNESCO as a World Cultural Heritage.</td><td></td></tr>
<tr><td>10'</td><td>AFTER YOU LISTEN

– T divides the class into small groups of 3 or 4. In their own groups Ss prepare a talk about Hoi An. Ss can base themselves on the cues given in the task and the information from the listening passage.

Note: Before asking Ss to speak, T might want to help them summarise the main points. T elicits information from the whole class and write it in this table:

<table>
<tr><td>Location:</td><td>30 km south of Danang, on the Thu Bon River</td></tr>
<tr><td>Role:</td><td>Major trading centre in Southeast Asia (16th-17th centuries)</td></tr>
<tr><td>Features:</td><td>Famous for old temples, pagodas, small title-roofed houses and narrow streets</td></tr>
<tr><td>Tourist attractions:</td><td>Japanese Covered Bridge, Assembly Hall of Cantonese Chinese Congregation, Tan Ky House</td></tr>
</table></td><td>Work group and whole class</td></tr>
</table>

Time	*Steps*	*Work arrangement*
	– T goes around checking and offering help. T might want to provide each group an A0 sized poster so that they write their main points on. – After checking that Ss are ready, T calls on each group to talk about Hoi An. While Ss are speaking, T takes notes of their errors and provides corrective feedback afterwards.	
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, Ss write a paragraph about Hoi An. They can use the information from the listening passage.	

Extra activities

A speaking game: pass the parcel

This is a good speaking activity and helps to foster a lively group atmosphere.

1. Write down a selection of historical places or places of interest of Vietnam or/ and the world that the students have learned in the last few lessons (e.g. Van Mieu-Quoc Tu Giam, Hue Imperial City, or the Statue of Liberty and so on) on pieces of card and put them in a bag.
2. Ask the students to sit in a circle. Stand outside the circle and control the tape recorder / CD player.
3. Play the tape / CD. As music plays, ask the students to pass around the vocabulary bag.
4. Stop the tape / CD at intervals during the song.
5. When the music stops playing, the student who has the bag has to select a card from the bag and briefly introduces the place written in it to the other students. E.g. "Van Mieu –Quoc Tu Giam is a historical and cultural relic of Hanoi. Quoc Tu Giam is considered the oldest university of Vietnam, which was built on the grounds of Van Mieu".
6. The student who has just described the place keeps the card and the game continues.

The person who has the most cards at the end wins!

Period 4
WRITING

1. Objectives

By the end of the lesson students will be able to:

– Describe the information presented in a chart, using comparative structures and based on cues

2. Materials

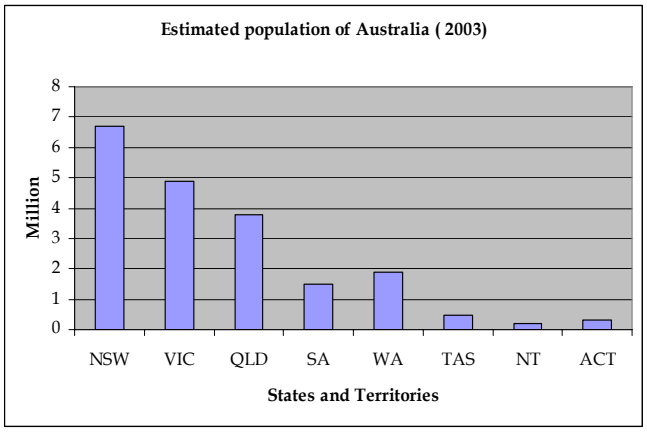
Textbook, handouts

3. Anticipated problems

Students may not be familiar with this text type, so T should be ready to help them.

4. Procedure

Time	*Steps*	*Work arrangement*
10'	**WARM-UP** – T prepares and makes sufficient copies of this sample chart description for use in the class: The chart shows the *estimated population* of Australia in 2003. Generally, the population distribution was *not the same* across the country. New South Wales state had the *largest* population, with approximately 6.7 million people. Victoria and Queensland had *smaller* populations, with nearly 5 and 4 million people, respectively. Western Australia and Southern Australia had *less than half* the population of Queensland, with only around 1.9 and 1.6 residents, respectively. The *smallest* populations lived in Tasmania and the two territories. Tasmania had 480,000 residents, Australian Capital Territory had 322,000 residents, and Northern Territory had 198,000 residents.	Group work and whole class

Time	*Steps*	*Work arrangement*
	– T divides the class into small groups of 3 or 4 and instructs them to read the description carefully and then in their own groups draw a bar chart that most accurately reflects the information described in the writing. T sets the time limit as 5 minutes. – After 5 minutes T calls on all the groups to send their representatives to the board and draw their bar charts. Then T checks the answer with the whole class. Those groups with the most accurate bar charts will be the winners. ***Answer:***  	
10'	**PREPARE STUDENTS TO WRITE** **a. Working with the model:** – T can use the writing in the warm-up activity as a model of a chart description. – T asks one student to read aloud the model writing – T elicits the features of a chart description, including: + The organisation:	Whole class, individual work, and pair work

<table>
<tr><th>Time</th><th>Steps</th><th>Work arrangement</th></tr>
<tr><td></td><td>
<table>
<tr><td>1. Introductory paragraph:</td><td>– tells what the bar chart is about; that is the time, the location, and what is being described in the chart. E.g.: The chart shows the estimated population of Australia in 2003.</td></tr>
<tr><td>2. Body paragraph:</td><td>– begins with a sentence that sums up the general trend. E.g.: Generally, the population distribution was not the same across the country.

– describes the chart in detail

Note: It is very important to organise the information in a logical order. For example, in the above sample, the states are presented according to their sizes of population. NSW is mentioned first because it has the largest population and NT is mentioned last because it has the smallest population.</td></tr>
<tr><td>3. Concluding paragraph</td><td>– to summarise the main points or draw a relevant conclusion. However, this part is optional.</td></tr>
</table>
+ The language use: When the chart shows the present situation, use the present simple tense. When the chart shows the past events, use the past simple tense. However, the simple present verb tense is often used in the opening sentence of the introductory paragraph. E.g.:
The chart shows that …
The chart describes …
The chart presents …
</td><td></td></tr>
</table>

Time	*Steps*	*Work arrangement*
	b. Analysing the bar chart and organising ideas: ***Task 1:*** – T gets across to Ss that before they start describing a chart, they always need to spend time analysing it and organising the information described in it in the most logical order. T provides Ss some tips to tackle a chart:	
	+ *To understand a chart, it is important to firstly understand its topic. The topic of a chart can generally be found by looking at its caption, its vertical axis and its horizontal axis. Pay attention to the time reported in the chart as well. Is it the past, the present, or the future?* + *Then, it is important to look for the general trend that the chart describes. What patterns are shown? Is there an overall trend? How are the different pieces of information related? Look for the exceptions to the general trend, if there are any. Finally, look for the differences in detail. Can you tell what each point in the chart shows?*	
	– Then T tells Ss to study the chart in Task 1 and analyse it with a friend by asking these questions: 1. What is the topic of the chart? Does it describe the past, the present, or the future? 2. What patterns are shown? How are the pieces of information related? I.e.: a. Which country had the biggest number of visitors to Vietnam in 2001? b. How many French visitors arrived in Vietnam in 2001?	

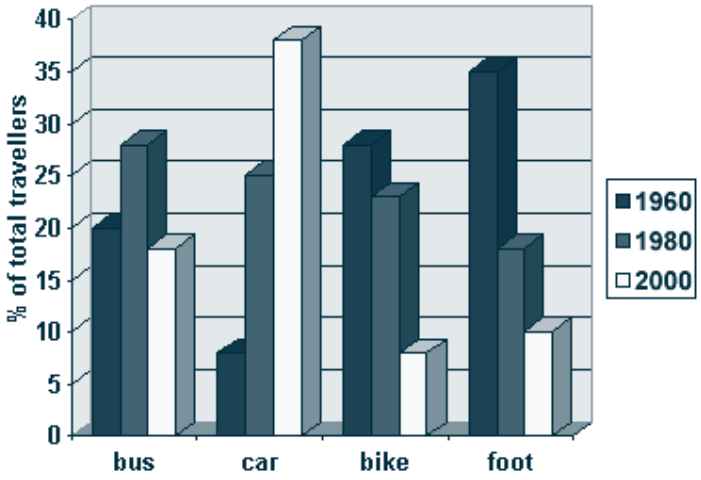
Time	*Steps*	*Work arrangement*
	c. Which countries had the smallest number of visitors to Vietnam in 2002? d. Was the number of Australian visitors coming to Vietnam in 2001 bigger than that in 2002? e. Which country –France or Australia had more visitors to Vietnam in 2002? f. How did the number of American visitors to Vietnam in 2002 increase in comparison with that in 2001? – T checks the answers with the whole class. ***Answer:*** *1. Visitor arrivals to Vietnam in 2001 and 2002 from the USA, France and Australia* *2. See below:* *a. the USA* *b. 99,700* *c. Australia* *d. No, it wasn't* *e. France* *f. it increased by 29,497*	
15'	**WRITING** ***Task 2:*** – Based on their analysis of the chart, Ss now write up a description individually. T should remind Ss of the organisation of a chart description and the common language use in it. If necessary, T revises the comparative and superlative forms of adjectives and nouns to facilitate Ss' work. – T goes around to check and offer help. – T asks Ss to work in pairs and correct each other's writing.	Individual work and pair work

Time	*Steps*	*Work arrangement*
	Sample writing: *The chart shows the number of visitor arrivals to Vietnam from the USA, France, and Australia in 2001 and 2002. The statistics were provided by Vietnam National Administration of Tourism.* *It is clear from the chart that the number of visitors to Vietnam from the USA, France, and Australia in 2002 is higher than that in 2001. According to the chart, the USA has the biggest number of visitors to Vietnam with 230,470 visitors in 2001 and 259,967 in 2002. France ranks the second with 99,700 visitors in 2001 and 111,546 in 2002. Australia has fewer visitors than France although the number of Australian visitors to Vietnam increased from 84,085 in 2001 to 96,924 in 2002.*	
7'	**FEEDBACK TO STUDENTS' WRITING** T collects some of Ss' works to give feedback to. T should draw Ss' attention to the organisation of the description and the language use, especially the verb tenses and comparative structures.	Whole class
3'	**WRAPPING UP** – T summarises the main points of the lesson. – For homework, Ss need to rewrite their chart descriptions based on T's and other Ss' suggestions and corrections.	

Extra activities

Study the following chart and decides whether the given statements are True (T) or False (F). If they are false, correct them.

The graph below shows the different modes of transport used to travel to and from work in one European city in 1960, 1980 and 2000.



1. The chart describes how people travelled to and from work in Europe in 1960, 1980, and 2000.
2. According to the chart, more Europeans commuted by bus in 1960 than in 1980 and 2000.
3. According to the chart, more and more Europeans used cars as the main means of transportation to and from work between 1960 and 2000.
4. According to the chart, the number of Europeans who rode their bicycles to work was lowest in 1980.
5. According to the chart, the number of people who walked to work in Europe was highest in 1960
6. According to the chart, the most popular means of transportation for Europeans in 2000 when travelling to and from work was bus.
7. According to the chart, between 1960 and 2000 more Europeans drove to work and fewer of them preferred to walk to work.

Answer:

1. T
2. F (more commuted by bus in 1980 than in 1960 and 2000)
3. T
4. F (in 2000)
5. T
6. F (cars)
7. T

Period 5
LANGUAGE FOCUS

1. Objectives

By the end of the lesson students will be able to:

- Distinguish the sounds /ʒ/ and /ʃ/
- Pronounce the words and sentences containing these sounds correctly
- Use comparatives and superlatives correctly when making comparison

2. Materials

Textbook, handouts

3. Anticipated problems

Students may have difficult with the sounds /ʒ/ and /ʃ/, which do not exist in Vietnamese, so T should be ready to help them.

4. Procedure

Time	*Steps*	*Work arrangement*
7'	**DISTINGUISHING SOUNDS** – T models the two sounds /ʒ/ and /ʃ/ for a few times and explains how to make each sound and the differences in producing them: + To make the sounds /ʒ/ and /ʃ//ʒ/ and /ʃ/, Ss need to place their tongue at the front of the hard palate (ngạc cứng) near the alveolar ridge (chân răng). + But when making the sound /ʃ/ Ss need to curl their tongue a bit and if they place a finger on the vocal box they can feel a vibration). – T plays the tape (or reads) once for Ss to hear the words containing these two sounds. Then T plays the	Whole class and pair work

	tape (or reads) again and this time asks Ss to repeat after the tape (or T). – T asks Ss to read the words in each column out loud in chorus for a few more times. Then T calls on some Ss to read the words out loud. T listens and corrects if Ss pronounce the target words incorrectly. If many Ss do not pronounce the words correctly, T may want to get them to repeat after the tape (or himself) again in chorus and then individually. **Practising sentences containing the target sounds** – T asks Ss to work in pairs and take turn to read aloud the given sentences (p. 175, Practise these sentences). – T goes around to listen and takes notes of the typical errors. – T calls on some Ss to read the sentences again and provides corrective feedback.	
10'	**EXERCISE 1** **Comparatives and superlatives** **a. Presentation:** – T helps Ss review the comparative and superlative forms of adjective: + Comparatives: ✓ Short (containing one syllable): **A-er + than**. Double the final consonant if it comes right after a vowel. E.g.: bigger, thinner. For adjectives ending in –e, just add –r. E.g. cute → cuter. For adjectives ending in –y, change –y to –i and then add –er. E.g. tidy → tidier. Note: Most adjectives ending in –y are treated as short adjectives, e.g. tidy, friendly, messy. ✓ Long (containing more than one syllable): **More/ less + A + than**. E.g.: more polluted/ less polluted. Some long adjectives have two comparative forms: narrow →	Whole class and pair work

	narrower/ more narrow, polite → more polite/ politer, common → commoner/ more common ✓ Irregular: bad → worse, good → better, far → farther/ further (farther distance but further information) + Superlatives: ✓ Short (containing one syllable): **the A-est**. Double the final consonant if it comes right after a vowel. E.g.: biggest, thinnest. For adjectives ending in –e, just add –st. E.g. cute → cutest. For adjectives ending in –y, change –y to –i and then add –est. E.g. tidy → tidiest. Note: Most adjectives ending in –y are treated as short adjectives, e.g. tidy, friendly, messy. ✓ Long (containing more than one syllable): **The most/ the least + A.** E.g.: the most polluted/ the least polluted. Some long adjectives have two comparative forms: narrow → the narrowest/ the most narrow, polite → the politest/ the most polite, common → the commonest/ the most common ✓ Irregular: bad → the worst, good → the best, far → the farthest (furthest) – T reminds Ss of the use of these structures: comparatives are used to compare two things/ people but superlatives are used to compare 3 or more things/ people. **b. Practice:** – T gets Ss to work in pairs and do Exercise 1. – T checks the answers with the whole class. With tricky cases such as "expensive", "happy", "big" etc., T needs to elicit their spellings to check that Ss form them correctly. ***Answer:*** *3. younger, the youngest* *4. happier, the happiest* *5. bigger, the biggest* *6. busier, the busiest*	

<table>
<tr><td></td><td>7. more intelligent, the most intelligent
8. more beautiful, the most beautiful
9. worse, the worst
10. farther (further), the farthest (the furthest)
11. newer, the newest
12. more dangerous, the most dangerous</td><td></td></tr>
<tr><td>7'</td><td>EXERCISE 2
Continued practice
– T gets Ss to do Exercise 2 individually and then find a partner to check their answers with.
– T calls on some Ss to the board to write their answers. T elicits corrective feedback from the whole class.
Answer:
2. My sister is younger than me
3. Who is the oldest in the class?
4. Concord is the fastest passenger plane in the world
5. Your book is more interesting than my book
6. Peter bought the most expensive watch in the shop
7. Did you buy the cheapest watch in the shop?
8. German is much more difficult than English
9. The weather today is much better than yesterday.</td><td>Individual work, pair work and whole class</td></tr>
<tr><td>8'</td><td>EXERCISE 3
Continued practice
– T gets Ss to do Exercise 3 individually and then check with a friend
– T checks with the whole class
Answer:
<table>
<tr><td>1. further</td><td>4. the</td><td>7. than</td><td>10. it</td><td>13. √</td></tr>
<tr><td>2. so</td><td>5. √</td><td>8. of</td><td>11. and</td><td>14. √</td></tr>
<tr><td>3. more</td><td>6. √</td><td>9. √</td><td>12. √</td><td>15. that</td></tr>
</table></td><td>Individual work, pair work and whole class</td></tr>
</table>

<table>
<tr>
<td>10'</td>
<td>

c. Production

Where would you like to live?

– T prepares a set of 3 cards like below and makes sufficient copies for the class:

<table>
<tr><td>Location:</td><td>City Centre</td></tr>
<tr><td>Price:</td><td>$ 45,000</td></tr>
<tr><td>Bedroom:</td><td>1 large, 1 small</td></tr>
<tr><td>Reception rooms:</td><td>A living room with space for a table</td></tr>
<tr><td>Kitchen:</td><td>Small</td></tr>
<tr><td>Garden:</td><td>No</td></tr>
<tr><td>Shops:</td><td>Very close</td></tr>
<tr><td>Time to get to the centre:</td><td>2 minutes</td></tr>
<tr><td>Description:</td><td>Flat in a central position, very convenient for shops and entertainment. Modern and clean.</td></tr>
</table>

<table>
<tr><td>Location:</td><td>Suburbs</td></tr>
<tr><td>Price:</td><td>$ 52,000</td></tr>
<tr><td>Bedroom:</td><td>3 good size</td></tr>
<tr><td>Reception rooms:</td><td>Living room and separate dining room</td></tr>
<tr><td>Kitchen:</td><td>Small</td></tr>
<tr><td>Garden:</td><td>Small</td></tr>
<tr><td>Shops:</td><td>5 minutes away</td></tr>
<tr><td>Time to get to the centre:</td><td>30 minutes</td></tr>
<tr><td>Description:</td><td>Semi-detached house in a leafy suburb. Quiet residential street close to schools and park. Best of both worlds.</td></tr>
</table>

</td>
<td>Group work and whole class</td>
</tr>
</table>

Location:	The country
Price:	$ 55,000
Bedroom:	1 very big, 2 small
Reception rooms:	Large living room and small dining room
Kitchen:	Very large
Garden:	Big
Shops:	15 minutes away
Time to get to the centre:	50 minutes
Description:	A country cottage – everyone's dream. Peace and quiet away from the rest of the world. Completely isolated.

– T distributes each S a set of cards. T tells Ss to study the cards carefully. T explains new words if any.

– T then tells Ss to choose one place among the three advertised where they would like to live and write down the reasons for their choice.

– Then T divides the class into small groups of 3 or 4 and asks Ss to get together in their own groups and present their choice. Ss need to persuade those friends who disagree with them that their choice is the best. Before getting Ss to present their choice, T might want to model a conversation like this:

A: I'd like to love in the flat because it's nearest to the centre

B: But it's smaller than the others and much noisier. I'd like ...

– T goes around checking and offering help.

– T calls on some groups to perform in front of the class and provides corrective feedback.

3'	**WRAPPING UP** – T summarises the main points of the lesson. – T might assign one of the extra activities below as homework for Ss.	

Extra activities:

Exercise 1: Complete the following sentences using an opposite adjective in its comparative or superlative form.

1. Bob is more polite than his brother
   No, he's not. He .....
2. I'm the tallest in this class!
   No, you're not. You're.....
3. My homework was worse than yours.
   No, it wasn't. It was .....
4. The weather today is colder than yesterday.
   No, it's not. It's.....
5. She bought the cheapest watch in the shop.
   No, she didn't. She bought
6. Jack's meaner than Alan.
   No, he's not. He's .....
7. This is the easiest exercise in this book.
   No it isn't. It's.....

Exercise 2: Correct the following sentences

1. He's more older than he looks.
2. Ann is as tall than her mother
3. Concorde is the most fast passenger plane in the world
4. Trains in Tokyo are crowdeder than in London.
5. Oxford is one of the older universities in Europe.
6. He isn't most intelligent than his sister.
7. This is more hard than I expected.
8. Which is the most rich man in the world?
9. Everything is more cheaper in my country.

Answer:

Exercise 1:

1. No, he's not. He is less polite than his brother/ He's not as polite as his brother
2. No, you're not. You're shorter than me/ You're not as tall as me
3. No, it wasn't. It was better than mine/ It's not s bad as mine
4. No, it's not. It's warmer than yesterday/ It's not as cold as yesterday.
5. No, she didn't. She bought the most expensive one.
6. No, he's not. He's more generous than Alan/ He's not as mean as Alan
7. No it isn't. It's more difficult than the prvious one/ It's not as easy as the previous one.

Exercise 2:

1. He's older than he looks.
2. Ann is taller than her mother
3. Concorde is the fastest passenger plane in the world
4. Trains in Tokyo are more crowded than in London.
5. Oxford is one of the oldest universities in Europe.
6. He isn't more intelligent than his sister.
7. This is harder than I expected.
8. Which is the richest man in the world?
9. Everything is cheaper in my country.

CÁC BÀI DỊCH MẪU

UNIT 9

Chỉ có duy nhất một đại dương. Nó được chia thành năm phần: Thái Bình Dương, Đại Tây Dương, Ấn Độ Dương, Bắc Băng Dương và Nam Băng Dương. Cũng có nhiều biển, vùng vịnh và vịnh nhỏ khác nằm trong những phần đại dương này. Gộp tất cả lại, chúng chiếm tới 75% bề mặt của trái đất. Trong nhiều thế kỷ, con người bị thách thức bởi những bí mật nằm sâu dưới đại dương. Tuy nhiên, các nhà khoa học ngày nay đã khám phá ra nhiều bí mật của biển sâu bằng việc sử dụng những thiết bị hiện đại. Họ dùng những chiếc tàu ngầm để khám phá đáy biển và mang lên mặt đất những mẫu động thực vật biển để tiếp tục nghiên cứu. Các bức ảnh vệ tinh cung cấp một lượng lớn thông tin, bao gồm nhiệt độ của nước, độ sâu và số lượng các loài sống dưới biển. Nếu không có kỹ thuật hiện đại, chúng ta có lẽ sẽ không bao giờ có được những thông tin quý giá như vậy.

Động, thực vật biển được chia làm ba nhóm chính. Một số loài sống nhờ hoặc phụ thuộc vào đáy biển, như con sao biển chẳng hạn. Một số loại động vật bơi lội như cá và cá mập thì di chuyển tự do trong các dòng nước trong khi các loài nhỏ bé khác thì được dòng biển mang đi ví dụ như loài sứa. Động, thực vật biển dù to dù nhỏ đều đóng góp cho sự đa dạng sinh học của biển cả. Nếu sự đa dạng sinh học này không được duy trì thì những loài sống dưới biển có thể sẽ gặp nguy hiểm.

UNIT 10

A. Việc mất rừng đang phá huỷ sự đa dạng động thực vật của trái đất. Các nhà khoa học cho biết hàng năm có khoảng 5,000 loài động thực vật bị xoá sổ. Điều này thực sự gây lo lắng vì có nhiều loài động thực vật trong số này có thể được dùng làm thuốc để chữa các căn bệnh ung thư, AIDS, bệnh tim và nhiều bệnh khác. Chúng ta có lẽ không thể biết được chính xác thiệt hại của sự phá huỷ này.

B. Loài người và các loài động vật khác cần một nguồn cung cấp nước liên tục để sống. Những người nông dân cần nước cho mùa vụ của họ. Các đập thuỷ điện giữ lại một lượng nước cần thiết và cung cấp điện cho các gia đình và các ngành sản xuất. Cây, cỏ và các loài thực vật khác đóng một vai trò quan trọng

trong quá trình xoay vòng nước tự nhiên, và do đó giúp bảo tồn được nước. Nếu không có cây cối, phần lớn nước sẽ chảy đi hết ngay khi chúng vừa rơi xuống, cuốn đi những mảng đất màu mỡ. Nước chảy đi ngay sẽ gây ra lụt lội thường xuyên và để lại rất ít nước cho mùa khô.

C. Những ngày này thật khó có thể mở một tờ báo mà không đọc thấy những tin về việc chúng ta đang gây ra cho môi trường. Trái đất đang bị đe doạ và tương lai có vẻ không được sáng sủa. Mỗi chúng ta cần phải làm gì? Chúng ta không thể dọn sạch những dòng sông và đại dương ô nhiễm chỉ qua một đêm. Chúng ta cũng không thể ngăn được sự biến mất của các loài động, thực vật. Tuy nhiên chúng ta có thể ngăn không cho làm tổn hại thêm môi trường trong khi các nhà khoa học đang tìm kiếm giải pháp và các điều luật bảo vệ môi trường được thông qua.

UNIT 11

Rừng Quốc Gia Cúc Phương, Việt Nam

Rừng Quốc Gia Cúc Phương nằm cách Hà Nội 160 km về phía tây nam. Đây là rừng quốc gia đầu tiên được thành lập trong số chín rừng quốc gia của Việt Nam, và nó gồm có khoảng trên 200 km^2 rừng nhiệt đới. Các khách du lịch tới đây để nghiên cứu về các loài bướm, thăm các hang động, leo núi và ngắm cái cây 1000 năm tuổi. Thời điểm thích hợp nhất để tới thăm khu rừng này là vào mùa khô, khoảng từ tháng 10 tới tháng 4, khi mùa mưa kết thúc.

Rừng Quốc Gia Nairobi, Kenya

Rừng Quốc Gia Nairobi là rừng quốc gia nhỏ nhất của Kenya, tuy nhiên bạn có thể bị ngạc nhiên với sự đa dạng về các loài động vật sinh sống ở đây. Các du khách, đặc biệt là trẻ em, có thể tới đây để biết cách làm thế nào nhận ra được các loài động thực vật khác nhau. Họ cũng có thể biết về những thói quen của các loài động vật và loài này phụ thuộc vào loài khác để tồn tại như thế nào. Một điểm thú vị của khu rừng này là Trại mồ côi, nơi nuôi dưỡng các loài động vật bị mất cha mẹ hoặc bị bỏ rơi.

Rừng Quốc Gia Everglades, Mỹ

Rừng Quốc Gia Everglades là một khu thiên nhiên cận nhiệt đới nằm ở miền Đông Nam nước Mỹ. Khu rừng này đặc biệt là vì nó có cả động thực vật của vùng nhiệt đới lẫn cận nhiệt đới. Do có sự gia tăng về dân số và nhu cầu sử dụng đất cho nông nghiệp nên nguồn nước ở khu vực này có độ độc tố hoá chất tương đối cao. Việc này đe doạ khu rừng và các loài động vật sinh sống ở đây.

UNIT 12

Có hai thứ làm con người khác với các loài động vật khác. Đó là ngôn ngữ và âm nhạc. Âm nhạc rõ ràng khác với ngôn ngữ. Tuy nhiên, con người có thể sử dụng âm nhạc để truyền tải thông tin - đặc biệt là những cảm xúc của mình. Giống như đọc, viết và nói, âm nhạc có thể truyền đạt ý nghĩ, tư tưởng và cảm xúc. Nó có thể biểu đạt sự tức giận, tình yêu, sự căm ghét hoặc tình bạn hữu; nó cũng có thể biểu đạt hy vọng và giấc mơ của ai đó.

Âm nhạc thực sự là một phần tất yếu của cuộc sống loài người. Âm nhạc được chơi trong hầu hết những sự kiện quan trọng và trong những dịp đặc biệt và nó tạo nên không khí cho những sự kiện này. Nó tạo thêm sự phấn khích cho bầu không khí của một festival và làm cho không khí của một đám tang càng thêm trầm mặc và buồn thương. Âm nhạc ru các em bé ngủ vào ban đêm và đánh thức các sinh viên dậy vào buổi sáng.

Tóm lại, âm nhạc dùng để giải trí. Nó làm cho con người vui vẻ và sảng khoái. Nó làm cho các giác quan được sảng khoái. Thực tế, âm nhạc dùng cho giải trí luôn là một ngành kinh doanh lớn. Nó là ngành công nghiệp hàng tỉ đô la. Thật khó có thể tưởng tượng cuộc sống của loài người chúng ta sẽ như thế nào nếu không có âm nhạc.

UNIT 13

Lịch sử của cái mà chúng ta gọi là điện ảnh ngày nay bắt đầu từ đầu thế kỷ thứ 19. Vào thời điểm đó, các nhà khoa học đã phát hiện ra rằng khi cho chạy một loạt những hình ảnh tĩnh, thì chúng cho ta có cảm giác là các hình đó đang chuyển động. Trong hai thập kỷ đầu tiên tồn tại, điện ảnh đã phát triển nhanh chóng. Trong những ngày đầu tiên đó, các bộ phim không khác gì mấy những bức ảnh chuyển động, thông thường chỉ kéo dài một phút. Tuy nhiên, khoảng năm 1905 các bộ phim đã dài khoảng năm phút. Các bộ phim sử dụng việc thay đổi cảnh và các vị trí của máy quay phim để kể một câu chuyện, cùng với việc các diễn viên đóng vai các nhân vật. Vào những năm đầu thập kỷ 10 của thế kỷ 20, khán giả đã có thể thưởng thức những bộ phim dài đầu tiên, tuy nhiên cho tới tận năm 1915 điện ảnh mới thực sự bắt đầu trở thành một ngành công nghiệp. Kể từ đó, các nhà sản xuất phim đã được chuẩn bị để làm những bộ phim dài hơn và tốt hơn và xây dựng những khu nhà đặc biệt, nơi chỉ dùng để chiếu phim. Điện ảnh đã thay đổi hoàn toàn vào cuối thập kỷ 20 của thế kỷ trước. Đó là khi người ta sử dụng âm thanh. Sự thay đổi này đã bắt đầu ở Mỹ và không lâu sau nó lan sang phần còn lại của thế giới. Khi các phim câm được thay thế bằng những phim được lồng tiếng, một loại hình điện ảnh mới xuất hiện, điện ảnh âm nhạc.

UNIT 14

World Cup, giải bóng đá quốc tế, được tổ chức bốn năm một lần. Nó được xem là sự kiện thể thao phổ biến nhất trên thế giới. World Cup được theo dõi với sự đam mê cháy bỏng trên toàn cầu – trận chung kết World Cup năm 2002 đã thu hút hơn một tỉ người xem.

Năm 1904, FIFA, tổ chức điều hành bóng đá, được thành lập. Tại cuộc họp đầu tiên của tổ chức này, FIFA đã dự định tổ chức một giải vô địch thế giới. Tuy nhiên cho mãi tới tận năm 1930 World Cup lần đầu tiên mới được tổ chức. Chỉ có 13 đội tham gia giải vô địch thế giới đầu tiên này. Nước chủ nhà, Uruguay, đã giành chiến thắng trước Argentina trong trận chung kết và trở thành nhà vô địch thế giới đầu tiên trong lịch sử của World Cup. Tới năm 2002, thế giới đã chứng kiến 17 lần World Cup. Các đội bóng của các quốc gia giờ đây phải cạnh tranh trong các trận vòng loại trong khu vực của mình trước khi trở thành một trong số 32 đội cuối cùng tham dự vòng chung kết.

Vòng chung kết World Cup 2002 được Nhật Bản và Hàn Quốc đồng tổ chức. Đó là lần đầu tiên World Cup được tổ chức ở Châu á và cũng là lần đầu tiên nó được hai quốc gia tổ chức. Với chiến thắng trước đội tuyển Đức trong trận chung kết, Brazil trở thành nước đầu tiên giành cúp năm lần. Mặc dù Châu Âu và Nam Mỹ là những lục địa duy nhất đã sản sinh ra những nhà vô địch World Cup, nhưng các nước ở những lục địa khác hy vọng một ngày nào đó họ sẽ giành được danh hiệu cao quý này.

UNIT 15

Thành phố New York nằm ở khu vực phía đông nam của bang New York. Thành phố hình thành tại nơi các dòng sông Hudson và Passaic hội tụ với dòng nước của biển Đại Tây Dương. New York Habour, không đóng băng trong tất cả các mùa, là một trong những nơi đẹp và rộng nhất trên thế giới.

Với dân số hơn 9 triệu trong thành phố và 19 triệu trong toàn bộ khu vực đô thị và với tổng diện tích 946 km^2, New York là thành phố lớn nhất nước Mỹ.

Thành phố này được người Hà Lan thiết lập nên vào năm 1624, Ban đầu, nó được gọi là Fort Amsterdam, và sau đó là New Amsterdam. Năm 1664, Người Anh, chiếm được thành phố và đổi tên thành New York. New York là một thành phố rất đặc biệt. Mặc dù nó không phải là thủ đô của nước Mỹ, nhưng nó lại nơi đặt trụ sở của Liên Hợp Quốc và là trung tâm kinh doanh, viễn thông và tài chính toàn cầu. Người dân New York là những người đến từ khắp mọi miền

của nước Mỹ và từ các nước khác trên thế giới. Thành phố có đặc điểm nổi bật với những toà nhà chung cư và văn phòng cao chọc trời, một vài toà nhà trong số này nằm trong số những toà nhà cao nhất thế giới. Du khách tới New York đều bị hấp dẫn bởi những địa danh như Tượng Nữ thần Tự Do, toà nhà Empire State, phố Wall và khu vực có nhà hát Broadway. New York cũng là nơi du khách có thể tới thăm một vài phòng triển lãm và bảo tàng nghệ thuật nổi tiếng thế giới.

UNIT 16

Văn Miếu - Quốc Tử Giám là một địa danh văn hoá và lịch sử nổi tiếng ở Hà Nội. Được khởi công xây dựng vào năm 1070 dưới triều Lý, Văn Miếu là đại diện cho cách tư duy và ứng xử của những người theo đạo Khổng. Sáu năm sau, Quốc Tử Giám, trường đại học đầu tiên của Việt Nam, được thành lập trên nền của Văn Miếu. Từ năm 1076 tới năm 1779, Quốc Tử Giám đã đào tạo hàng ngàn nam sinh ưu tú cho đất nước. Năm 1842, Văn Miếu trở thành nơi tưởng nhớ những học giả xuất sắc nhất của đất nước. Tên, nơi sinh và thành tích của những sinh viên xuất sắc nhất trong các cuộc thi do nhà vua tổ chức đã được tạc vào những tấm bia đá. Những tấm bia đá, được các ông rùa khổng lồ mang trên lưng, vẫn còn đứng đó cho tới ngày nay và chúng thu hút sự quan tâm của nhiều du khách.

Sau hơn 900 năm tồn tại, Văn Miếu là một ví dụ của kiến trúc truyền thống Việt Nam được bảo tồn cẩn thận. Những cây đa ở Văn Miếu, đã chứng kiến những lễ hội cũng như các kỳ thi trong suốt thời phong kiến, vẫn tiếp tục nở hoa. Đối với người Việt Nam, Văn Miếu – Quốc Tử Giám là một biểu tượng của niềm tự hào dân tộc.

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Thiết kế bài giảng

TIẾNG ANH 10 – TẬP HAI

NGUYỄN THUỶ MINH – LƯƠNG QUỲNH TRANG

NHÀ XUẤT BẢN HÀ NỘI

Chịu trách nhiệm xuất bản :

NGUYỄN KHẮC OÁNH

Biên tập:

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